

**AN ANALYSIS OF TEACHERS' WRITTEN FEEDBACK
IN WRITING AMONG THE GRADE VIII STUDENTS
OF SMP NEGERI 5 SLEMAN
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment
of a *Sarjana Pendidikan* Degree in English Education Department**



By:

ARIE RAHMAWATI HADIYANTI

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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Approval Sheet

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A THESIS



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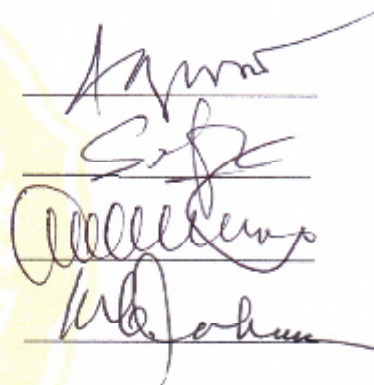
RATIFICATION

AN ANALYSIS OF TEACHERS' WRITTEN FEEDBACK IN WRITING AMONG THE GRADE VIII STUDENTS' OF SMP NEGERI 5 SLEMAN IN THE ACADEMIC YEAR OF 2012/2013

Accepted by the Board of Examiners of the Faculty of Languages and Arts, Yogyakarta State University on Juli 31th, 2013 and declared to have fulfilled the Requirements for the Attainment of a *Sarjana Pendidikan* Degree of English Education.

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**Judul Skripsi : An Analysis of Teacher Written Feedback in Writing among
the Grade VIII Students of SMP Negeri 5 Sleman in the
Academic Year of 2012/2013**

Menyatakan bahwa karya ilmiah ini adalah karya saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan saya ini tidak benar,sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juli 2013

Yang membuat pernyataan



(Arie Rahmawati Hadiyanti)

DEDICATIONS

I dedicate this piece of work to

My beloved Mother and Father

My Brother and Sister

My Beloved Man..

All of my family and friends

All of the people that have inspired me

And You, who is reading my thesis!

MOTTOS

*Just for ALLAH we pray and just to HIM we beg help
(Al-Fatihah 05)*

*If you can't be a highway then just be a trail,
If you can't be the sun be a star:
It isn't by size that you win or you fail
Be the Best of Whatever you are!
(Douglass Malloch)*

*Do the best, let GOD do the rest!
(Anonymous)*

*A succes of life is not reflected on how much we get but how much we
sacrifice
(Andrea Hirata)*

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Yogyakarta, Juli 2013

The writer

(Arie Rahmawati Hadiyanti)

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An Analysis of Teacher Written Feedback in Writing
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In the Academic Year of 2012/2013

By
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ABSTRACT

With regard to the importance of the teacher written feedback in the writing process, three research questions are formulated in this study. They are (1) What types of written feedback does the teacher give on the students' writing? (2) What categories of written feedback does the teacher make on the students' writing? and (3) What are the students' perception on the teacher written feedback on their writing?

This research was conducted by using descriptive method. The participants of this study were the grade VIII students of SMP Negeri 5 Sleman. In this research, the data source was the students' writing. It was collected after their writing was given written feedback by the teacher. Meanwhile, the researcher used three instruments to gather data from the respondents: (1) Field notes, (2) Questionnaires, and (3) Interviews. The researcher wrote field notes on Tuesday, February 19th on 2013 and on Wednesday, February 27th on 2013. Then, the researcher distributed questionnaires on Tuesday, March 19th on 2013 and on Saturday, March 23th on 2013. The interview was conducted after the questionnaires were distributed. It involved 20 students as the interviewees.

Based on the analysis of the students' writing, it is figured out that the teacher mostly gives feedback in a direct way. Also, the teacher written feedback focuses more on the surface level, especially grammar. Based on the third research question, the result shows (1) teacher written feedback is objective, (2) teacher written feedback is clear, (3) teacher written feedback is assisting, (4) teacher written feedback is encouraging, and (5) teacher written feedback is proportional.

CHAPTER I INTRODUCTION

A. Background of the Study

The use of English language in the writing activity is still a problem for most Indonesian students, as well as many other students who learn English as a foreign language. Students may find difficulties in writing in a good and right form in English. In writing, many students have difficulties in expressing idea. In teaching and learning of English, it is important for students to be able to write. Based on Standard of Competence and Basic Competences of junior high school level, the goal of the teaching learning process of English is to make students able to communicate in spoken and written communication. Teachers need to enrich students with communication skills, including written communication. Due to the fact that junior high school students are in the literacy level of functional, at the end of the teaching learning process of writing, they have to be able to make various short-functional texts and essays in the form of procedure, recount, narrative and report (Depdiknas, 2006: 277).

Thus, the writing skill is one of the language skills taught to students. Writing must be learn by the students because it is related to the students' future need for occupational purposes for senior high school, or for personal communication. In the awriting skill, the graduates of junior high school must be able to express meanings in short functional texts and simple essays in the

forms of recount, narrative, procedure, report, and descriptive texts. For example: students require to produce a simple text about their unforgettable experience, a report on a traffic accident, or a birthday invitation. However, students' writing ability is relatively low. Their writings are not satisfying. Based on preliminary observation at SMP N 5 Sleman, there were many barriers that made the students stuck to write. Some students had no motivation to write. They found difficulties in expressing ideas in a text. Mostly, their problems were related with vocabulary and grammar.

According to Byrne (1990:3), there are some difficulties related to writing. Firstly, there is psychological difficulty in which students as writers have to decide an idea and express this. Secondly, there is linguistic difficulty in the language used in written language is different from that used in speech. It means that there are grammatical rules that should be considered. Thirdly, there is cognitive difficulty in which students have to organize their ideas on texts with signal words to make the sequence of paragraphs well arranged. In writing, students have to consider about grammar, spelling and punctuation. Ability in considering them is important elements when they are about to write. However, they miss some grammatical rules in their writings, such as they do not consider the tenses used in describing past events; they miss spelling in making sentences, and they forget to use capital letters in the beginning of sentences and full stops at the end of sentences.

Based on the facts about problems in teaching and learning of writing, it shows that the teaching learning of English in classrooms has not achieved

the goals yet. Many students face many problems in writing. They need activities which attracts them to write.

The students produce writing through some stages process of writing as a classroom activity incorporating the four basic writing steps. Those are, planning, drafting (writing), revising (redrafting) and editing. It means that in the writing process, there must be a revising stage, a stage where a process of making changes throughout the writing of a draft occurs, change that can make the draft congruent with the writer's intention. The students need feedback which may come from various sources, such as teacher's and peers. Based on my experience and observation, many students needs teacher's feedback. Feedback can improve students writing skills, it may cause positive and negative effects for the students and teachers. It can be positive effect when the students learn the teacher's feedback and never make mistake again. If the students learn the teacher's feedback, it improves their writing skills. On the contrary, if they do not learn the teacher's feedback it gives negative effect.

When the teacher gave corrective feedback to their students mistakes was one of the important methods in helping the student writers improve their writing pieces, it helps students to improve their writing. When the students correcting the grammar mistakes of students writers work will help them improve the accuracy of subsequent writing.

If the mistakes are ignored in the early stages without given any feedback, it will be more difficult to deal with them later on. Therefore, it

should be given because it is helpful for learners. If the teacher corrected the mistakes of the students' writing, it will help the students learn the mistakes on their writing. Learning their teacher's feedback will help the students avoid those mistakes in the future. This is one of the positive effects of the teacher's feedback.

Based on the problem in teaching writing, the researcher is triggered to analyze of teachers' written feedback in writing among the grade VIII students of SMP Negeri 5 Sleman in the academic year of 2012/2013.

B. Identification of the Problem

Teaching and learning process of writing in the foreign language classroom is commonly influenced by some factors such as teachers, students, learning materials, process, and technique. Based on preliminary observation at SMP N 5 Sleman, there are some problems related to the teaching learning process of writing.

The researcher found that the student A always looked the mark first, student B like to looked on the bright side, and student C read the feedback carefully, asking the teacher if anything was not clear. Further, these reactions of those students depend partly on the attention the teacher given to follow up the feedback. By seeing those facts, it can be inferred that the ways of the teacher in giving feedback will have a big effect on students' perception.

In the observation, the researcher found some factors that influence students' perception to the teachers' written feedback. They are students, teachers, and sources. The first factor came from the students. They have their

own perceptions were based on their past experience. When they have something bad or good they always remember it in our life. The past experience will be the teachers' written feedback, in which the stimulus will be brought to sensory receptor. Then, the receptor will bring the stimulus to the brain to be processed in shaping perception.

The second factor is the way of how the teacher giving feedback. The teachers should choose the way of giving error feedback that was the most appropriate and most effective for each students because every students having different brain power. The teachers' feedback can be positive or negative, like to receive the prise, critics and comment in their feedback. Every student has different response after receiving feedback, some students just looking their mark, but other students read the feedback carefully and asking the teacher if they find anything not clear. It can be concluded that the ways of teacher in giving feedback will have a major effect on students' perception.

The third factor was the source of feedback. There were three sources of feedback, teacher's feedback, peer feedback and self-directed (self-evaluation) feedback. In the teacher's feedback, the teacher helps the students by giving some outlines of how to write well and check the content and written mistakes. Commonly, the teacher corrects the students' writing one by one and then discusses it with the students face to face. Peer feedback is a technique to give information of suggestion, comments, and errors correction one by one consultation between a student and a student. Self-evaluation

means that students evaluate their own works, by finding their own mistakes, the students are expected to remember what mistakes they have done and never make the same mistakes later on. It means the source of feedback will also create the students' perception on it.

Feedback is an essential part in the writing process. Feedback is central in learning a second language and its role cannot be underestimated. It offers additional framework to improve writing skill, promote accuracy and clear ideas and develop an understanding of written genre. However, there are many problems that appear concerning teachers' feedback. Students may consider teachers' feedback as an important element in the development of their writing. Some of them may take it for granted as they find that there is no difference in their writing after receiving feedback, but others probably consider it as an insultment to their writing. It can be inferred that each student will have different perception on the teachers' feedback. Students' perception is also an important element in the learning process. Students perception can be positive or negative effect. When the students have positive perception of the teaching-learning process, they will have good interest in joining and being concerned with the teaching and learning of English. With the positive perception, students will not do mistakes again and help students improve their writing proficiency so that they are able to produce their composition with minimum errors and maximum clarity. A positive perception will make teachers' written feedback effective in improving students' writing but if the perception is negative, the process of

acceptance of the message from teachers' written feedback will be disturbed, students would repeat the mistakes and they can not improve their writing skill.

C. Delimitation of the Problem

After identifying the problem, the researcher finds some components that give influence on it. The limited time and capability of the researcher, this study has some limitations. Firstly, this study focuses on the grade VIII students of SMP Negeri 5 Sleman in the academic year of 2012/ 2013 as the research population. Secondly, the researcher focuses on the types of teacher's written feedback given to the students' writing. Thirdly, the researcher focuses on the categories of teachers' written feedback given to the students' writing. Lastly, it is also limited to the students' perception on the teachers' written feedback given in their writings.

This research is for the eighth year students of junior high school at SMP N 5 Sleman. It will focus on analyzing students' writing ability in their writing. The eighth grade year students of junior high school are chosen because they are demanded to learn writing ability that is more complex compared with writing ability of the seventh year students.

D. Formulation of the Problem

Based on the demilitation of the problem, the problems of the research are formulated as follows:

1. What are the types of written feedback (direct feedback, indirect feedback) given by the teachers to the grade VIII students' writings of SMP Negeri 5 Sleman in the academic year of 2012/ 2013?
2. What are the categories of written feedback (informational feedback and affective feedback) given by the teachers to the grade VIII students' writings of SMP Negeri 5 Sleman in the academic year of 2012/ 2013?
3. What are the students' perceptions on the teachers' written feedback on their writings?

E. Objectives of the research

Related to the problems formulated above, there are three objectives in this research. The first is to find out the types of teachers' written feedback that the teachers give on the writing of the grade VIII students of SMP Negeri 5 Sleman in the academic year of 2012/ 2013. The second objective is to find out the categories of the teachers' written feedback. Then, the last is to figure out the students' perceptions on the teachers' written feedback on their writings.

F. Significance of the Research

It is expected that the result of the result of the research can give contribution practically.

Practically, it is expected that this research is useful for:

1. English Teacher

This research will provide English teachers with a clear description of feedback on writing, especially how the students perceive and interpret the feedback given. Hopefully, after knowing the result of this research, the teacher's will be improving their techniques in giving feedback. As a result, their feedback can more effectively improve the students' writing.

2. Students

The students who learn writing will improve their writing by having a clearer perception about the teacher's written feedback. They can be accepted and positif perception about feedback. It is also expected that the students will have other meaningful perceptions towards teacher's written feedback.

3. The other researchers

The researcher hopes that this study can inspire another researcher to organize the same research about teacher's written feedback or other topics related to feedback to enrich the existing study.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

There are two parts discussed in this part. They are theoretical review and conceptual framework. In the theoretical review, the researcher discussed some theories and research studies which are related with the topic. In the conceptual framework, the researcher relates they theory to the study.

A. Review of Theories

1. Writing Skill

There are two perspectives related to the concept of writing. They are writing as a process and writing as a product. Based on Segal and Pavlik, writing is a process. To write in English, students need to pass some steps. Writing is like carrying things steps up. If they try to jump to the top, they will have trouble. If they carry the things step by step, they will reach the top successfully (1985: xvii-xviii).

Oshima and Hogue (2006: 205) agree that writing is a process. They propose that a writing process is divided into four stages. The first is prewriting: choosing topic and collecting information. The second is outlining that means organizing ideas into an outline. The third is writing a rough draft. In this stage, writers follow the outline and ignore about the grammar, punctuation, or spelling. The fourth stage is polishing or revising or editing.

On the other hand, Hyland (2003: 3) states that the concept of second language learning of writing views 'writing as a product'. It encourages a focus on

formal text units or grammatical features. In other words, learning to write in a second language involves knowledge of linguistics and vocabulary choices, syntactic patterns, and cohesive devices. All of them are essential building blocks of texts. He also adds that writing is a product which is constructed from grammatical and lexical knowledge of the writer, and writing development is the result of imitating and manipulating models from teachers.

According to Murcia (2003), writing is the production of written words that produce a text which must be read and comprehended. In other words, writing makes a product in the form of written texts which are used to deliver the writers' ideas and meanings to the readers.

Porto (2000) proposes that writing is both of them, a process and product. Writing is purposeful and a provoked activity since it happens in a social life. It is not only regular exercises and an activity consisting of linguistic composition, but also the production of a text showing a communicative activity.

Based on the theories above, it can be concluded that writing is the process to make a product where the writers can write anything about life or anything. They can think about the form of written language which includes many considerations involving linguistics competences, idea, and how to organize. The process and the product cannot be separated each other.

Writing and speaking have some similarities. Both skills are productive but writing is more textual. Like speaking, writing involves three factors. They are psychological factor, linguistic factor and cognitive factor. In terms of psychological factor, writing requires writer's imagination.

In relation to the linguistic factor, a writer should be able to present his/her writing in longer structures which serve to elaborate meaning more fully because meaning can be lost if abbreviated structures are written without careful thought (Hughey 1988:4). Here, the writer must write his/her statement more carefully, concisely, and coherently so the meaning can be clear.

Cognitive factors serve writing as more complex mental effort. A writer has to know orthographic forms, lexis, syntax, and morphemes. Besides, he or she must concern both the production of his or her composition and the meaning of its content through its sentences.

Further Kellog (2006) proposes that learning to write is a slow cultural process involving decades of skill development in contrast with the biologically prepared, rapid acquisition of spoken language. Writing requires orthographic as well as phonological coding. It also draws on three major cognitive systems : memory, thinking, and language.

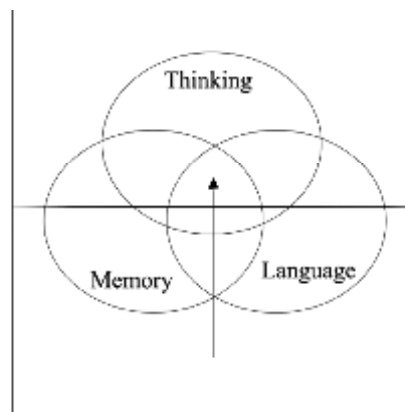


Figure 1. The Cognitive System (Ronald T. Kellogg, 2006)

2. The Process of Writing

When writing is viewed as a process, it can be broken down into several stages. Understanding the stages of writing can help the writer control the hard work of writing and improve their skill. Richard and Renandya, (200, p. 315) define the process of writing a follows :

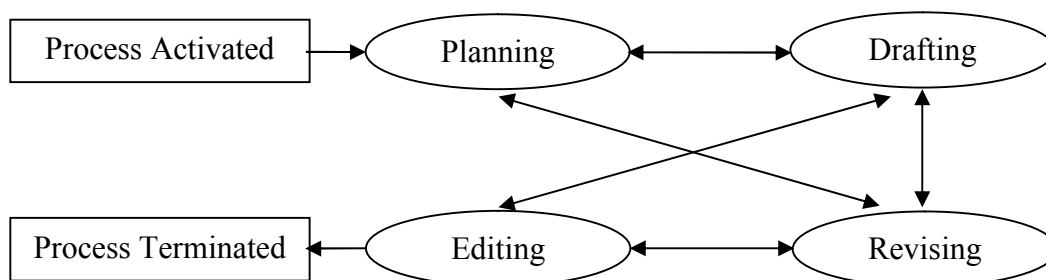


Figure 2. Process of Writing (Jack C. Richard & Willy A. Renandya, 2002)

Process writing as a classroom activity incorporates the four basic writing stages. Those are, planning, drafting (writing), revising (redrafting) and editing – and there are other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing. Writing Process in the classroom is highly structured, teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for student may be described as follow:

a. Planning (pre writing)

Pre writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this age:

1. Group Brainstorming

Group members pour out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

2. Clustering

Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernable clusters. Clustering is a simple yet powerful strategy. Its visual character seems to stimulate the flow of association and is particularly good for students who know what to say but just can't say it

3. Rapid Free Writing

Within limited time, 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The limited time keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

4. WH Questions

Students generate *who*, *why*, *what*, *where*, *when*, and *how* questions about a topic. More such questions can be asked of answers to the first string of *wh*-questions, and so on. This can go on indefinitely.

In addition, ideas for writing can be elicited from multimedia sources (for example: printed material, videos, films), as well as from direct interviews, talks, surveys, and questionnaires. Students will be more motivated to

write when given a variety of means for gathering information during pre-writing.

b. Drafting

At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Using the focus that the writer has chosen from his free writing, the first draft can be more focused than the free-writing. The drafting stages can be described:

1. Feedback

It is necessary for students to acquire after composing the first draft. It has an attention to discover whether they still have differences in their writing. As stated by Appleby and Langer (1983) and Hyland (2002: 108) feedback is vital to their performance, modify their behavior, and transfer their understanding.

The researcher clarifies the definition about feedback below. Feedback functions to assess their performance when the students find that their writing still contains some shortage. Consequently, the students need feedback receive to improve their performance in writing. It is expected that they even modify their behavior by becoming critical, aware of making mistake, and keen on writing.

2. Responding

Responding to students' writing by the teacher (or by peers) has a central role to play in the successful implementation of the writing process. It is given by

teachers after the students have produced the first draft and just before the revision stage.

c. Revising

When the students revise, they re-write their texts on the basis of the feedback given in the responding stage. The students will reexamine what was written to see how effectively they communicate their ideas to the reader. Revising is not merely checking for language errors (i.e. editing). It is done to improve global content and organization of ideas so that the writer's intention is made clearer to the reader.

d. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. The students edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, example and the like. Editing within writing process is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible.

1. Evaluating

In evaluating student's writing, the scoring may be analytical (i.e. based on specific aspects of writing ability of writing ability) or holistic (i.e. based on a global interpretation of the effectiveness of that piece of writing). It should include overall interpretation of the task, sense of audience, relevance,

development, and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score of grade may be assigned.

2. Post-writing

Post writing constitutes any classroom activity that the teacher and student can do with the complete piece of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performance, or merely displaying texts on notice-board. This stage is a platform for recognizing students' work as important and worthwhile.

It means that writing is a complex process. Moreover, Harmer (2000: 256) proposes that there are many aspects that must be considered in the process of writing, such as, language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking for unnecessary repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version. It shows that writing is a complex process especially for the students. Because of the limited time of teaching writing, the English teacher cannot force the students to follow all of the stages stated above. In reality, it is just given about 15 minutes for the students to make their writing. That is why, there are many errors done by the students in their writing product so that teacher feedback is needed to reduce their errors especially in the revising stage.

3. The Teaching of Writing

Fundamentally, teaching writing to the students is guiding and facilitating them to learn how to write. It is supported by Haland (2002) who states that writing is learned rather than taught. Same idea with Brown (2002: 7) proposes that “teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning.” It implies that teaching cannot be separated from learning. The teachers’ understanding of what learning is will determine his or her understanding of what teaching is. Teachers’ understanding of how students learn will determine the teacher’s philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher’s understanding of what learning is. In other words, the teaching concept of writing is interpreted in line with the learning concept.

In a school setting, Steve Graham and Dolores Perin (2007) state that learning concept of writing plays two distinct but complementary roles. Firstly, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing and deepening students’ knowledge; it acts as a tool for learning subject matter. It is supported by Jack C. Richard & Willy A. Renandya, (2002, p. 303) who state that writing is a process of generating and organizing ideas into readable texts. It means that for students the learning concept of writing is a process of generating and organizing ideas into readable text to accomplish a

variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge.

By seeing those arguments, it can be inferred that in teaching writing, the teacher must facilitate the students to learn how to write. It means guiding the students generating and organizing ideas into readable texts to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge that involve memory, thinking, and language. Teaching writing means guiding the students to do process of writing.

Therefore, for junior high school students, the teaching of writing means guiding them to be able generating and organizing ideas in short functional texts and simple essays in the forms of recount, narrative, procedure, descriptive, and report. Such as, they are required to produce a simple text about their last holiday, an invitation of their birthday party and so on (Kepmendiknas no.23/2006).

4. Feedback

a. Definition of Feedback

There are many definition of feedback. As quoted by Berewot (2001: 17), Gagne (1961) presents that feedback is the closing of a 'loop' in the learning process which serves to fix the learning result and make it permanently available.

It means that as students' already accomplish their learning, they need correction, criticism, or even appreciation from any other sources to assess their learning result. More to the point, Kauchack and Eggen (1989: 85) define that feedback is any information about current behavior that can be used to improve

the future performance of the students. From those two definitions, it can be concluded that feedback is beneficial to be provided for students to improve their performance from what they have learnt.

b. Function of Feedback

Some scholars in writing (e.g., Leki, 1991 ; Raimes, 1983) believe that to give feedback is one of the important methods in helping the student writers improve their writing pieces. Then, in trying to justify how feedback can contribute to better writing, Sommer (1982) states, “Comments create the motive for doing something different in the next draft: thoughtful comments create the motive for revising without comments from their teachers or from their peers, student writers will restive in a consistently narrow and predictable way. Without comments from readers, students assume that their writing has communicated their meaning and perceive no need for revising the substance of their text” (p. 149). Further, Hendrikson (1979: 05) states the errors should be corrected because when students read over their written work, they generally are unable to identify many of their errors. Students need some guidance in recognizing deviant forms and structure in their work. If the errors are ignored the early stages, it will be more difficult to deal with them later on.

According to Radeki and Swales (1988) and Leki (1991), it is important for teachers to provide feedback since a research on student attitudes towards feedback has found that many students do want the errors in their writing to be corrected and may be frustrated if this does not happen. It can be concluded that many scholars and researchers agree that feedback is essential and has a positive

effect on students' writing. Thus, feedback on writing can be selected as a means of helping students to make revision and improve their writing skills.

c. Purpose of Feedback

According to Lewis (2002), feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement. Further, Lewis has listed some of the research based purpose that has been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. Here are the details.

1. Feedback provides information for teachers and students.

Feedback is a way for teachers to describe their learners' language. It gives teacher information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example. One way to focus on comments is to consider question about their language use.

2. Feedback provides students with advice about learning

Teachers can provide students with more than simply description of their language use. Comments can also be made on the students' learning process.

3. Feedback provides students with language input

The teachers' written feedback provides students with meaningful and individual learning input. The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language use. In this way student can learn new vocabulary and structures in context.

4. Feedback is a Form of Motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever the teacher knows about the learners' attitudes. Both hardworking and under working students need encouragement but it needs to be given in different ways. During a course, as teachers find out more about their students, the encouragement can take personal circumstances into account.

5. Feedback can lead students to autonomy

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what

the teacher did is to compare it with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away.

By seeing those arguments, it can be inferred that actually giving feedback is not only correcting students' errors, but should also provide information for teachers and students, provides students advice about learning, language input, a form of motivation and it should lead students to autonomy.

d. Forms of Feedback

Hyland (2002: 230) states that feedback is widely regarded as central to writing development. It is the response given to student' working. It can refer to either oral or written types provide by peers or teachers. It is supported by Cohen (1909: 109) in the book *Language Learning: Insight for Learner, Teacher and Researcher*. He proposes two forms of feedback. Those are:

1. Oral Feedback

Oral feedback, also known as oral conference, refers to personal consultation between teacher and student during the evaluation of composition. The major problem in conducting this feedback is that the teacher needs to have sufficient time.

2. Written Feedback

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on words or quick symbols such as underling, circles, and other signs.

This form fits well with older students (late elementary through high school). Written information of students' efforts are most helpful when

they are personalized or stereotyped and when they provide the specific comments on students' errors or faulty strategies but balanced this criticism with suggestion about how to improve as well as with the comments of the positive aspect of the work. In line with this, Woolfolk (1987: 539) proposes that feedback can be conveyed in oral and written form. Oral feedback fits well in younger students since it can help the students to pinpoint and correct the misconception immediately, whereas written feedback is effective for older students. Therefore, as stated in the delimitation of problem, the researcher focuses on written feedback because the research population is junior high school students.

e. Sources of Feedback

Lewis (2002: 15-23) writes that there are three sources of feedback, namely, teacher feedback, peer feedback and self evaluation; which is equivalent with self-directed feedback.

1. Teacher

Teacher has been the main source of feedback both an oral or written language in many classes (Lewis, 2002: 15). This situation also occurs in the writing class in which teachers read and mark students' paper, offer revision, suggestion, and feedback on language errors (Gebhard, 1996: 238). In many classes teachers are the sources of feedback. Indeed, teachers are very helpful in facing some difficulties in their writing. Teachers help them by giving some outlines of how to write well and check the content and the written mistakes.

According to Berzsenyi (2001) teachers can give feedback in the form of question to ask for clarification or suggest expansion. Besides, teachers may give remarks which reveal understanding students' composition, identify mechanical problem in a specific sentence and/or give praise when students are working well in their writing. Those can be done to ensure the students that their written works are in line with the message they want to convey.

After receiving feedback, the students could directly re-check and correct what mistakes they have done based on the teacher correction. Commonly, the teacher corrects the students' writing one by one and then discusses it with the students face to face. It is called conferencing feedback. In addition they might use another variation to give feedback to their students, for instance collective feedback by commenting the students' mistakes one by one orally and putting the summary on the board.

2. Peer

Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in their process of writing. Further, Rina (2007) finds that peer feedback is a technique to give information of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. Peer feedback can reflect

cooperative learning as it requires interaction between one student with another student.

3. Self- evaluation (self-directed feedback)

Self evaluation means the students correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, the students are expected to remember what mistake they have done so that they will not make the same mistakes later on. Moreover, self evaluation saves times in a large class.

On the other hand, it is difficult to seek mistakes in writing without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since she/he has his/her subjective point of view. By contrast, objective point of views of other people is needed in writing. They can provide some information that cannot possibly be found by the author himself in his writing.

f. Types of Feedback

According to Stone and Nielsen (1982) as quoted By Berewot (2001: 23), there are two types of feedback, namely informational feedback and affective feedback. Informational feedback refers to the information which functions as the correction, clarification, evaluation, and identification of the incorrect response produced by the students. Meanwhile, affective feedback refers to the occurrence of positive reinforcement to the correct response given by the students. The function of this feedback is to secure the performance and to strengthen positive emotion to the classroom.

Related to the above explanation on the types of feedback, in this research context, the researcher includes teacher written feedback as informational feedback which is indeed to give correction to the students' mistakes in order to improve the product of writing. The teachers who are checking the students' drafts identify some mistakes which occur in the drafts. Then, the teachers will correct the mistakes found, implicitly or explicitly. The students whose drafts are being checked use the feedback for the evaluation so that they will not repeat the mistakes that they have done. However, affective feedback might occur to balance criticisms with praise to make students less vexed and motivate them to keep writing.

Further, teacher written feedback refers to written responses provided by the teacher to the students' writing. Wingfield, as quoted by Byrne (1980; 1975) has pointed out that the teacher should choose the way of giving error feedback that are most appropriate and most effective for individual students. He makes a list about five techniques of giving error feedback in writing tasks:

1. The teacher gives sufficient clues to enable self-correction to be made.
2. The teacher corrects the script.
3. The teacher deals with errors through marginal comments and footnotes.
4. The teacher explains orally to individual students.
5. The teacher uses the error as an illustration for a class explanation.

In relation to error feedback Siriluck (2008) proposes different types of teacher feedback referring to the different strategies in providing feedback.

Feedback is divided according to the degrees of explicitness of error correction. There are two different types of teacher feedback used in the study. These are (1) direct feedback; (2) indirect feedback, which is divided into two details, i.e. coded feedback and uncoded feedback.

1. Direct feedback

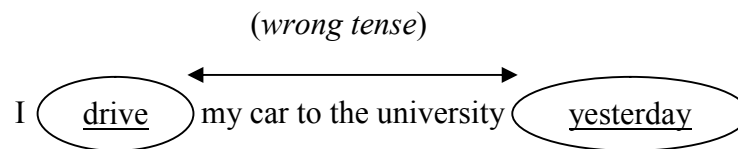
In the literature of error correction, the similar kind of direct feedback can be referred to as direct correction (Chandler, 2003), Corrective feedback (Lalande, 1982), form-focused feedback (correction) (Fazio, 2001) and overt correction (Lee, 2004). According to Ferris (2002), direct feedback refers to teacher providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]) (p.19).

Example of direct feedback : I don't like Ganang because she is ~~speaking non stop~~.
(*talkative*)

2. Indirect feedback

- a. Coded feedback (indirect) is a type of indirect feedback (Ferris, 2002) and can be referred to as error identification (Lee, 2004) in which it occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct by themselves. In this study, a code sheet containing codes error types, their definitions, and examples of errors are provided while a teacher gives coded feedback to the students.

Example of coded feedback ;



- b. Uncoded feedback (indirect) as opposed to coded feedback, it can be referred to as error location (Ferri, 2002). The teacher simply located an error by circling it, underlining it (Lee, 2004), highlighting it, or putting a checkmark in the margin. This feedback is more complicated in that students correct their errors by identifying them and use their acquired knowledge to self correct such errors.

Example of uncoded feedback : There are many dog in this house. Endang (1998) states that any error feedback in general, includes some of the following general features: identification of the type of errors, location of errors, mention who made errors, selection for remedy: provision of correct mode; and identification of improvement. Therefore, I considers that it may be helpful for the students and more effective for the teacher to correct selective written errors by using combination of direct and indirect techniques depending upon the types and frequencies of errors that a student produces.

g. Categories of feedback

The focuses of feedback falls into two categories: form and content, and teacher written feedback can include both of them. Feedback on the form,

according to Fathman and Whally (in Chiang, 2004: 99) concerns grammar and mechanic errors whereas feedback which involves comments on organization, ideas and amount of detail is called content feedback.

Other proponent, Clare et. Al (2000), divides feedback into two categories, namely surface level feedback and content level feedback. Surface level feedback concerns words choice, spelling, grammar, and punctuation. Wiliam (2003) calls this kind of feedback as feedback on form for it will solely correct the surface level. In contrast, feedback which concerns the content of the writing and the organization of ideas is called content level feedback. It usually points out problem and offers suggestion for the improvement on future writing (William, 2003). By this feedback, the students are expected to incorporate information from the comments into other version of their writing.

5. Perception

a. The definition of perception

Kreitner and Kinicki (1992: 126) define perception as a mental and cognitive process that enables people to interpret and understand the surroundings. Altman (1985: 85) describes perception as the way stimuli are selected and grouped so they can be meaningfully interpreted. It is a person's view of reality. Furthermore, Mozkowitz and Orgel (1969: 126) argue that perception is a global response to a stimulus or a set of stimuli. From those definitions perception is viewed as the response to stimulus or to surroundings. Then, these responses will be interpreted as meaningful information about stimuli.

Warga (1983: 207) states that perceptions are based on past experience. Supporting this idea Mahmud (1990: 41) defines perception as the act of interpreting information which has been kept in human brain. In this study, the researcher uses teacher written feedback as the past experience, in which the stimulus to the brain to be processed in shaping perception.

Actually, the process of perception still has further outcome. Cook (1994: 90) remarks that perception is the selection, organization and interpretation of sensory data. It is a critically important process that helps people define their world and guides their behavior. Further, Kreitner (1989: 126) adds that perception will lead to the change of attitude, motivation and behavior. In conclusion, perception may create this outcome within individuals.

b. The process of perception

Mahmud (1990: 41) proposes that perception process involves the sensation process that is the acceptance of stimuli through the sense organ and perception stage. Similarly, Chaplin in Kartono (1997: 358) says that perceptual process begins with attention, which is called selection process. The second stage is called perception, i.e. further step in observing the environment that is directed to know or to understand object and event. In line with that, Hasley and Shores (1976: 510) call the sensation stage as the sensory experience, that is, one or more of the body's sense receptors must be stimulated. For

example, the person must see, hear, smell, taste, and feel something. It will be followed by the interpretation of sensation to reach certain meaning.

In more details, Dakir (as quoted by Sujiyana, 2001: 7) categorizes the perception process into three steps. First, there is selection on the stimuli by the sense organs. The second step is interpretation, i.e. the process of organizing information until he or she acquires meaning. This process is then followed by reaction can be positive or negative.

In addition Moskowitz and Orgel (1969: 175) explain that perception is a complex process. They divide the process into three kinds. Those are physical, psychological, and psychological. They are as follows:

1. The process is physical when an object arouses stimuli which are caught by a receptor. This is what some experts usually call sensation.
2. It is psychological when the stimuli are sent to the brain by the sense organ.
3. It is psychological when the brain processes stimuli. Then, the individual realizes what is received by his/her brain.

c. Factors influencing perception

By seeing the definitions above, it can be inferred that perception is a process of someone's understanding and comprehension of the environment situation. Some experts believe that there are some factors that affect person's

perception. Davidoff (1987: 122) states that perception as a complex process depends on environment. During perception, knowledge about a world is combined with the perceiver's constructive abilities, psychologies and experience. Meanwhile, Bootzin, Bower, and Zajonc (1987: 126) divide factors that affect one's perception into two. They are:

1. Internal factors that come from the students themselves, such as thought, feeling, willingness, sex, needs, motivation, and
2. External factors that come from outside of students, such as educational background, experience, environment, culture, belief.

In addition, Levin (19978: 154) says a person's perception depends on three following issues:

1. The functioning of sense organs and physical condition of the body in transmitting the information to the nerve system.
2. Subjective in individual needs, desire, and motivation, and.
3. The experience of learning.

d. Students' perception on the teacher written feedback.

In this study, the researcher is interested in knowing the students' perception on teacher written feedback. The students are supposed to have positive perception toward teacher written feedback so that they will keep learning in writing. However, the students' perception towards teacher written feedback may be different from one to another; it can be positive or negative.

Cohen (1990: 11) states that in order that written feedback results in the positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear. The feedback would be more understandable if the students can decipher the handwriting of the teacher or understand the comments or symbols that the teacher is likely to use. It means clarity is very important to create students' perception on teacher written feedback.

Moreover, Konold et al. (2004) states one purpose of feedback is providing important information and helping students become effective and efficient learners. In line with this, Reid (1993: 218) states feedback must help students to improve their writing by communicating feedback detailed enough to allow students to act, to commit to change in their writing. Therefore, teacher written feedback should help the students to improve their writing pieces. By seeing those arguments, it can be inferred that assistance is a vital element in feedback.

Then, Lewis (2002: 3) states one purpose of feedback is providing information for teachers and students. It is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comment provide information about individual progress, unlike marks or grades, which tend to compare one student with another. In addition, he states that feedback is like the way of telling the students about the progress they are making and also facilitate them in the area of improvement. It means

feedback given must be objective so it will let the students know how they have done, what parts are they lack of, and what parts are they good.

Also, Lewis (2002: 4) states that the purpose of feedback is a form of motivation. Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever teachers know about the learners' attitudes. Therefore, motivating or encouraging aspect must be included in feedback. However, John Truscott in Lyster, Lightbown, and Spada (2000) believe that feedback is somehow detrimental especially for student L2 development since it only causes embarrassment, anger, inhibition, and feeling of inferiority. Actually, this controversial claim can occur in students' feeling if feedback given excessive. Therefore, the proportion should be considered by teachers in giving written feedback.

By seeing those facts, it can be concluded to create positive perception of students, teacher written feedback should be clear, helpful, objective, encouraging, and proportional.

B. Conceptual Framework

Writing is one of the skills in the language learning. According to Hughey (1988: 33), writing is an essential form of communication. Writing is a complex process that consists of planning, drafting, revising, and editing. In the revising stage, teacher feedback is needed by students to revise their writing because mistake must appear in students' writing. It is quite hard for the students to

analyze and correct their own mistakes after finishing their writing. That is why, teacher written feedback can be used as guidance for the students to correct their mistake and make their writing better.

Many studies show that feedback can effectively reduce students' errors in their second draft. Unfortunately, from those researches about feedback that have been conducted, there are just a few studies that investigate a vital point related to feedback, i.e. the students' perception. Students' perception is a vital part in the learning process. Students' perception will affect the students' response and attitude in the learning process. There are some main factors that affect it, such as students' expectation, motivation, and previous experience. In this case, students' the acceptance information of the teacher feedback will be effective but if the students' perception is negative, the acceptance information of the feedback will be disturbed. It means, students' perception will give a big influence to the success of feedback. This study, therefore, concerns students' perception on the teacher written feedback.

Some experts' point of views is used as the reference to answer the research problems. Those points of views play a significant role in exploring, identifying, and analyzing the teacher written feedback and students' perception.

Theories of feedback, especially proposed the ones by Stone and Nielsen (1982). Siriluck (2008), and Fathman and Whally (in Chiang, 2004: 99) help to identify the type and category of written feedback given by the teacher. The type of written feedback may fall into two types; direct and indirect whereas the category of feedback is divided into form and content. Feedback on form concerns

grammar and mechanics while feedback on content concerns organizations, ideas, and amounts of details. Furthermore, theory of feedback and students' perception suggested by Davidoff (1987: 122), Cohen (1990: 11), Lewis (2002), Reid (1993: 218), and Konold et al. (2004) help to reveal students perception on teacher written feedback. Students' perception may focus on the clarity, the objectivity, the assistance, the encouragement and the proportion of written feedback given by the teacher.

C. Analytical Construct

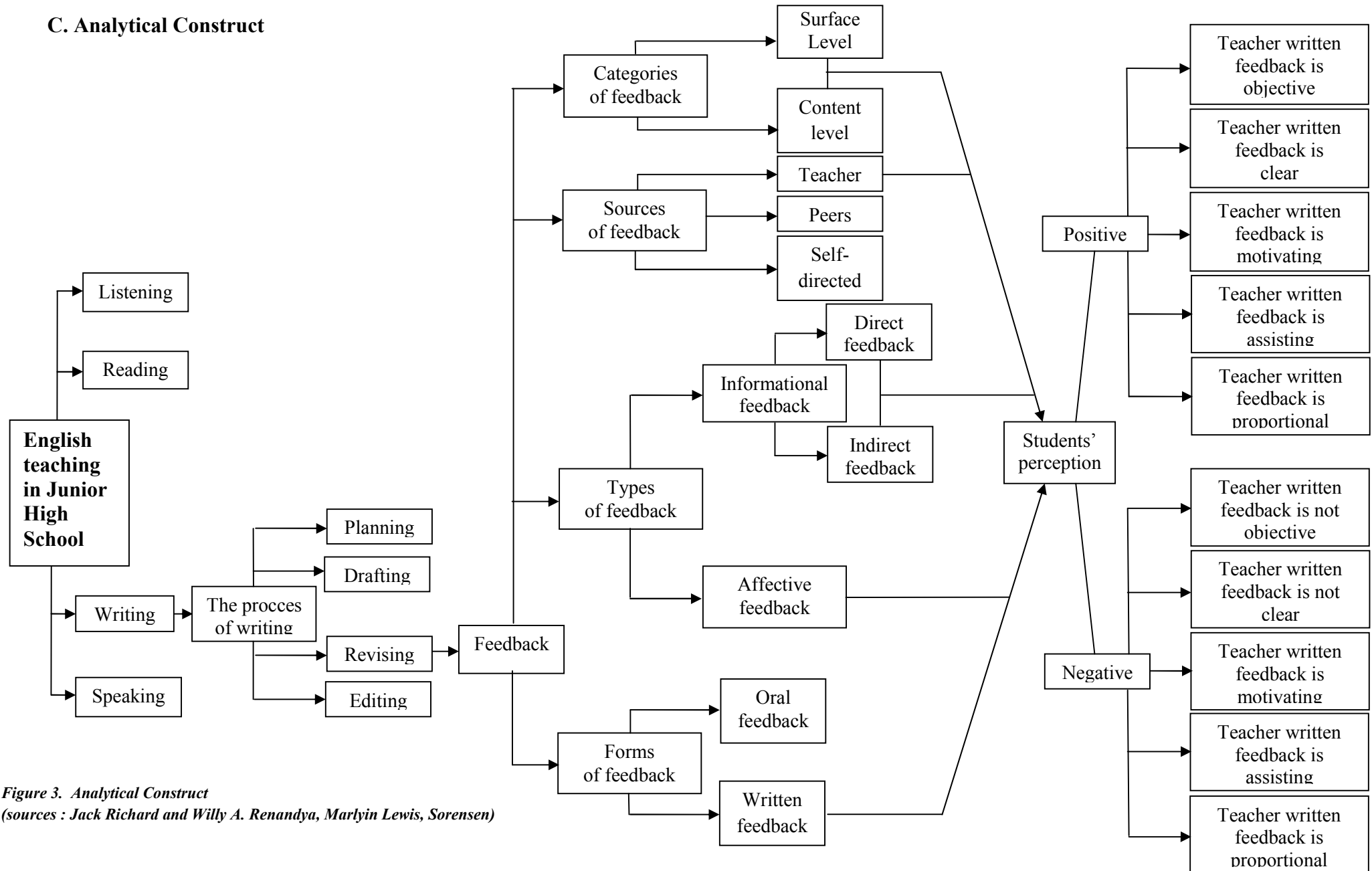


Figure 3. Analytical Construct
(sources : Jack Richard and Willy A. Renandya, Marlyin Lewis, Sorensen)

1. Guidelines of Analytical Construct

A. Revising : One of stages of the writing process in which the students review their texts on the basis of the feedback given.

B. Feedback : The response given in students' writing

a) Forms of Feedback :

i. Oral Feedback

ii. Written Feedback : The comments, correction and marks are given on students written work draft. The marks may be on words or quick symbols such as underline, circle, and other sign.

C. Types of Feedback :

b) Informational Feedback : It is feedback which function as correction, clarification, evaluation, and identification of the incorrect response produced by the students.

iii. Direct Feedback : The teacher providing correct linguistic form for students

iv. Indirect Feedback : The teacher gives some marks or symbols in incorrect forms.

c) Affective Feedback : It is feedback in a form of motivation.

d) Sources of Feedback :

v. Teacher : Feedback that is given by teacher

vi. Peers : Feedback that is given by peers

- vii. Self-directed : Student correct their error based on the students' opinion it self

e) Categories of Feedback

- viii. Surface Level : Feedback concerns word choice, spelling, grammar, and punctuation.
- ix. Content Level : Feedback concerns on content of writing and organization ideas

D. Perception : The act of interpreting information (teacher written feedback) which has been kept in human brain

- f) Positive : Students consider feedback is objective, clear, motivating, assisting, proportion
- g) Negative : Students consider feedback is not objective, not clear, not motivating, not assisting and not proportion.

CHAPTER III RESEARCH METHOD

In this chapter, the researcher discusses the methods used in this research. It includes the nature of research, research setting and subject, research instrument, and data analysis technique.

A. The Nature of the Research

This research is classified as a descriptive research, which describes the situation as it is. Ary, et al (1979; 295) describe a descriptive research as follows:

Descriptive research is designed to obtain information concerning the current status of phenomena. They are directed to determining the nature of situation as it exists at the time of the study. There is no administration or control of a treatment as what is found in an experimental research. The aim of this research is to describe “what exists” with respect to variables or conditions in a situation. Therefore, descriptive research involves the description, analysis, and interpretation of condition that now exists (Best, 1970: 15). The researcher described the situation in which the students got written feedback from their teachers in writing tasks, recorded and analyzed the data, and finally interpreted them in terms of how they perceived the teachers’ written feedback.

This research also categorized as a survey research. It is done by means of field notes, documentation, questionnaire, and interview. It is verified by Sprintall, Schumutte, and Sirois (1991: 93) that survey is a research to collect information from the sample (occasionally, even from population) by using

questionnaires and interviews. The questions are related to opinions, perception, attitudes, and beliefs or any other psychological and sociological quantities. Additionally, a survey research is included in a descriptive research which requires a researcher to interpret, describe, and explain thoroughly the natural situation revealed in the answered question.

B. Research Setting

This research was conducted at SMP Negeri 5 Sleman. This school is located in Karangasem, Pandowoharjo, Sleman, Yogyakarta. It is one of the state schools in Sleman, Yogyakarta. The location of the school is not too far from Kaliurang street so it is easy to get by public transportation. Most of students go to school by cycles and motorcycles. The rest go to school on foot. Physically, SMP Negeri 5 Sleman has 9 classrooms (3 classes for the first grade, 3 classes for second grade and 3 classes for the third grade), a library, a teacher's office, a headmaster's office, guidance and consultation (BK) office, a medical room (UKS), a mosque. There are about 20 students in each class and 3 English teachers in that school. The total number of the students is about 180 students.

In this research, the researcher focused on the grade VIII students of this school. It was quite impossible to conduct a research for the IX grade students because they had to focus themselves on the national examination while grade VII students had limited writing tasks. Therefore, the research chose the grade VIII students of SMP N 5 Sleman as the research respondents.

C. Research Instrument

In conducting the study, the researcher used the following instruments:

1. Documentation

Documentation are a readily and accessible source of data. This activity is used to collect the students' writing that is given written feedback by their teacher (Burns, 1999: 87). In this current research, the researcher collated the students' writings which were given written feedback by their teachers. It was done to know the types of teacher written feedback given to the students.

a. Checklist

After documenting the students' writings, the researcher revealed the types of teacher written feedback by using checklist. According to Hopkins (1976: 271), a checklist is an aid to direct observation which lists items to be given attention: checking mark presence, absence, or frequency of occurrences for each item. In this study, the checklist contains some categories to analyze the types of the teacher written feedback.

Table 1.1
Informational feedback

No.	Informational Feedback	Total	Percentage (%)
1.			
2.			
	Total Revision		

Table 1.2
Affective Feedback

No.	Affective Feedback	Total	Percentage (%)
1.			
2.			
	Total Writing		

Table 1.3
Categories of Feedback

No.	Categories	Total	Percentage (%)
1.	Easy level Feedback		
	a. Grammar		
	b. Spelling		
	c. Punctuation		
	d. Word Choice		
2.	Content Level Feedback		
	a. Content		
	b. Organization		
	Total Revision		

b. Field notes

Field notes are often referred to in a qualitative research; it is a description and accounts of events in the research context which are written in a relatively factual and objective style. Writing notes means more than simply recording data, as the act of writing provides a first analysis from which research areas can be further refined (Burns, 1999: 87).

c. Questionnaires

According to Ary et.al (2002: 56), a questionnaire is an instrument in which respondents provide written response to questions or mark items that indicates their response. The questionnaires implemented in this research were open-ended items. It was aimed at gaining the students' perception on the teachers' written feedback. The researcher chose this type of questions

because the researcher was interested in knowing the process of underlining the respondents' view.

There are seven open questions in the questionnaires of this current research. Open-ended questions are the questions needed to be answered freely as there are no fixed options but the answers must be related to the topic of the questions.

The questionnaires could be seen in Appendix 2. Questionnaire blueprint is also made because the content validity of the test could also be determined by a blueprint (Hughes, 1989: 22). The blueprint could also shows that questionnaires are divided into some parts. From the blueprint, it is clear that the questionnaires used in this research were divided into five parts. The first part is aimed at investigating the objectivity of the teachers' written feedback. The second part is to find out the clarity of the teachers' written feedback. The third part is to reveal whether the teachers' written feedback assists the students or not. The fourth part is to examine the encouragement contained in the teacher's written feedback. The fifth part is to inspect the proportion of the teacher's written feedback. Those five parts are mainly to investigate whether the students have positive or negative perceptions on the teachers' written feedback. Table 1.4 below shows the questionnaires blueprint.

Table 1.4
Questionnaires blueprint

No.	Feature	Number
1.	Objectivity	1
2.	Clarity	2, 3
3.	Assistance	4
4.	Encouragement	5
5.	Proportion	6, 7

The questions in the questionnaires are written in Indonesian for making the respondents feel comfortable in expressing their opinions. Thus, the respondents give elaborated information as much as possible.

d. Interviews

The interviews with the students were done after the questionnaires were distributed to them. These interviews were intended to follow up and verify the answers in the questionnaires to gain the further information. The interviews were in the form of semi-structured interview. It means the researcher, indeed, has guidelines of the questions but there might be any possible and unpredictable questions which occur to dig out more information from interviewees. Burns (1999: 120) states the advantage of this type of interview is enabling the interviewee's as well as the interviewee's perspective to inform the research agenda, and therefore, give rise to a more equal balance in the research relationship.

The questions of the interviews could be seen in Appendix 3. In addition, to facilitate the interviews, an interviews blueprint was made. Table 1.5 shows the detailed information.

Table 1.5
Interviews Blueprint

No.	Feature	Number
1.	The period of feedback	1
2.	Types of feedback - Informational Feedback - Affective Feedback	2, 3 5
3.	Students' preference of the types of feedback	4
4.	Students' perception on the teacher written feedback - Objectivity - Clarity - Assistance - Encouragement - Proportion	6 7, 8 9, 10 11 12, 13

Similar with the questionnaires, the interviews sections were also conducted in Indonesian for making the respondents feel comfortable in expressing their opinions. Thus, the respondents gave elaborated as much as possible.

D. Data Gathering Technique

The participants involved in this research are 44 students from 2 different classes of the grade VIII students at SMP Negeri 5 Sleman in the academic year of 2012/2013. Those classes are VIII A and VIII B taught by two different teachers. Mr. Y. Agus Supriyanta, S.Pd. was the teacher of VIII A class and Mrs. H. Mu'alimah, S.Pd. was the teacher of VIII B class. There are four types of data in this study. Those were obtained from documentation, field note, questionnaire, and interview. Firstly, the researcher made a field note to figure out the revision stage of writing. It was the implementation of distributing teachers' written

feedback to the students. By using the field notes, the researcher made notes on the students' reaction and response after they got the teachers' written feedback on their writings. The researcher wrote the field note on Tuesday, February 19th on 2013 at 08.20 – 09.00 A.M. at VIII A with Mr. Y. Agus Supriyanta, S.Pd. as the teacher and on Wednesday, February 27th on 2013 at 10.00 – 11.20 A.M. with Mrs. H. Mua'limah, S.Pd. as the teacher. Secondly, the researcher documented the students' writings given written feedback by the teachers. Thirdly, the researcher observed the teachers' written feedback given on students' writings by using a checklist. Then, the researcher collected the data by distributing questionnaire to the students in order to get the information about their perception on the teachers' written feedback. The researcher distributed 23 questionnaire sheets on Tuesday, March 19th on 2013 in VIII A, and 21 questionnaires sheets on Saturday, March 23th on 2013 in VIII B. As a result, the total questionnaire sheets to be analyzed were 44. Having collected the questionnaires, the researcher took 20 respondents (10 students for each class) to conduct semi-structured interviews to verify the students' answers in the questionnaires and get further information on the students' perception on the teachers' written feedback.

D. Data Analysis Technique

As stated by Paton in Moleong (2000: 103), the data analysis technique is the process of data arrangement and data categorization. In addressing the analysis of the gathering data, some stages of analyzing data were used. Firstly, the researcher collected the students' writings that contained teachers' written

feedback. They were studied carefully. The teachers' written feedback was categorized by using a checklist. The analysis about the types and also the categories of teachers' written feedback given on students' writings was proven by using numerical evidence. The researcher found the frequency of the types of informational feedback and the frequency of affective feedback. Furthermore, the researcher found the frequency of the categories of teachers' written feedback. Then, the percentage of each types of feedback was calculated. The formula of the percentage is presented as follows:

$$\% \text{ Type of teacher written feedback} = \frac{\sum \text{Teacher written feedback on each category} \times 100\%}{\sum \text{Teacher Feedback}}$$

Figure 4. The Formula of Percentage of the type of Feedback

$$\% \text{ Categories of teacher written feedback} = \frac{\sum \text{Teacher written feedback o each category} \times 100\%}{\sum \text{Teacher Feedback}}$$

Figure 5. The Formula of Percentage of the Feedback Categories

On the following day, the researcher gave questionnaire to the students. As presented in the blueprint questionnaire, there were seven questions in the questionnaire. The students' responses to each statement as presented in the table of data frequency and data percentage. The table showed the students' answers on each question of the questionnaire. Table 2.2 – 2.8 present the number of students who had the same answer for each question of the questionnaire. The number of values that divided depended on the variance of students' answers for each statement of the questionnaire.

After that, to clarify their answers and to get further information of the students' perception, the interview was conducted and recorded. What was said by interviewees was jotted down and analyzed. Then, the interview results were analyzed by repeatedly reading the interview transcripts.

Afterwards, all of the data were compared so that deep understanding of students' perception could be obtained. Finally, some conclusion was drawn and the perception of students on the teacher written feedback was categorized.

F. Trustworthiness

In this study, the researcher used triangulation technique to test the validity of data. Burns (1999: 169) states that triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. Silverman in Burns (1999: 169) defines triangulation as:

“Comparing different kinds of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another.... this form of comparison, called triangulation, derives from another navigation, where different bearings give the correct position of an object.”

In this case, the researcher compared the data taken from one source to another. Those are field notes, the result of questionnaires, and the interviews with respondents.

CHAPTER IV RESEARCH FINDINGS

This chapter presents and discusses the finding of the research. This study was conducted to investigate three research problems. Those are the types of teachers' written feedback, the categories of teacher written feedback that the teachers give on the students' writings, and the students' perception on the teachers' written feedback on their writings. In order to answer those questions, this chapter is divided into three main sections. They are types of teachers' written feedback on the students' writings, the categories of teacher written feedback and the students' perception on the teachers' written feedback on their writings.

Research Findings

A. The Types of Teachers' Written Feedback on the Students' Writings

To find out the types of the teachers' written feedback on the students' writings, the researcher documented the students' writings that have already been given feedback by the teachers (See Appendix 1). Then, those students' writings were analyzed, whether they employed informational feedback only or affective feedback only or both of them. Informational feedback can be in the form of direct and indirect feedback whereas affective feedback is a feedback in the form of motivation.

1. To get the results of the total number of teacher written feedback, teachers' written feedback on each student's composition was counted. Then, how much feedback in the form of direct and indirect feedback was counted. Also, the amount of affective feedback was counted. The last

step was counting the percentage of each part and each type of feedback.

The data from students' writing are presented below.

Table 2.1
Informational Feedback

No.	Informational Feedback	Total	Percentage (%)
1.	Direct Feedback	225	70.98%
2.	Indirect Feedback	92	29.01%
Total revision		317	100%

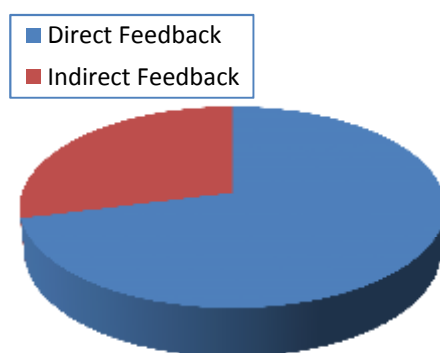


Figure 6. The Informational Feedback of the Teachers' Written Feedback

Table 2.1 shows that 70.98% (F=225) of teachers' written feedback is direct feedback and 29.01% (F=92) is in the form of indirect feedback. It means that the teachers' written feedback is mostly in the form of direct feedback. The teachers do not only show the students' mistakes but also provide correct linguistic forms for students such as words, morphemes, phrases, rewritten sentences, deleted words or morphemes (See Appendix 4).

Table 2.2
Affective Feedback

No.	Affective Feedback	Total	Percentage (%)
1.	Containing	36	83.72%
2.	Not containing	7	16.28%
Total writing		43	100%

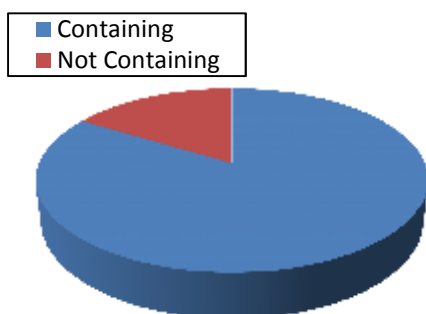


Figure 7. The Affective Feedback of the Teachers' Written Feedback

Table 2.1.2 shows that 83.72% of the teachers' written feedback contains affective feedback and 16.28% of the teachers' written feedback do not contain affective feedback. It means that the teachers' written feedback mostly contain some comments to strengthen students' positive emotion. The teachers provide praise in their feedback such as "Good", "Great", "Good idea", etc (See Appendix 4).

B. The Categories of Teachers' Written Feedback

The students' writings were also analyzed to find out the categories of the teacher written feedback, whether it was in the surface level or content level feedback. Surface level feedback concerns mechanics (spelling and punctuation), grammar, and word choice. In contrast, content level feedback is about the content and the organization of ideas in writing.

To get the result of how much feedback on mechanics usage: grammar, spelling, content and organization, the students' writings were counted. Then, the percentage of each category of feedback in their writings was counted. The data from the students' writings are presented below.

Table 2.3
Categories of Feedback

No.	Categories	Total	Percentage (%)
1.	Surface level feedback		
	a. Grammar	64	48.1
	b. Spelling	19	14.3
	c. Punctuation	2	1.5
	d. Word choice	19	14.3
2.	Content level feedback		
	a. Content	22	16.5
	b. Organization	7	5.3
	Total revision	133	100

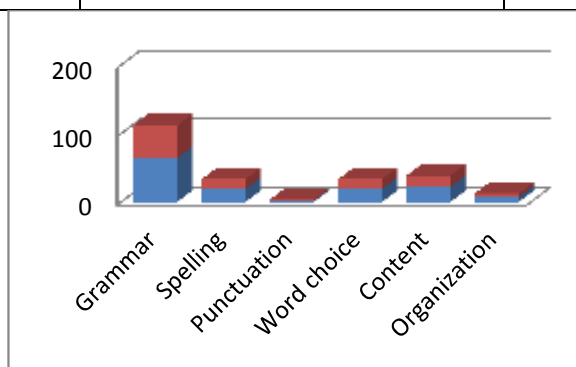


Figure 8. The Categories of the Teachers' Written Feedback

Table 2.3 shows that 48.1% of the teachers' written feedback focuses on grammar, 14.3% on spelling, 1.5% on punctuation, 14.3% on word choice, 16.5% on content and 5.3% on organization. Teachers' written feedback is mostly about grammar as it has the biggest percentage. In summary, 78.2% of

teachers' written feedback is about surface level and the rest 21.8% is about content level (See Appendix 4).

C. Students' Perception on the Teachers' Written Feedback on Their Writing

The following presents perceptions of the grade VIII students at SMP Negeri 5 Sleman in the academic year of 2012/2013 with regard to feedback. To figure out their perception, the researcher employed field notes, and questionnaires. In addition, interview was also conducted to verify the data gained from the questionnaires.

1. Field Notes

The researcher observed the implementation of revision stages in two different classes, VIII A and VIII B. The data were recorded by using field notes (See Appendix 1).

a. The objectivity of teachers' written feedback

The students who had got their writing looked so serious comprehending written feedback from the teachers. Then, there was a student protesting to the teacher about the feedback given. She objected some part of her writing corrected by the teacher; she argued to the teacher that her writing was already correct. However, after she got explanation, she understood why it can be incorrect and she came back to her seat to rewrite her work. After that, there were no more students that complained to the teacher about the given feedback. All of the students looked so serious rewriting their work.

Based on the field notes to reveal objectivity of teachers' written feedback above, it could be inferred that the teachers had already given an objective feedback, there was just a single student that complained to the feedback given, while most of the students realized that their ability in making writing was still low. They believed that there were mistakes in their writing but they did not know what they were. Therefore, they needed their teachers to show their inaccurate parts in their work. The students believed in the teachers' competence in correcting their writing. They considered their teachers as the best critic.

b. The clarity of teachers' written feedback

There were no students confused with the feedback given. No one came to the teachers to clarify the feedback that they got. The students rewrote their work directly based on the teachers' written feedback. The others checked some vocabulary that they did not understand by using their dictionaries and also electronic dictionaries in their mobile phones.

From the observation above, it could be concluded that the teachers had given clear and understandable feedback to the students. It was proved that the students were able to rewrite their writing based on the teachers' written feedback directly without asking to the teacher. After receiving teacher written feedback, they comprehended what they had to do to fix their incorrect parts in their writings.

c. The assistance of teachers' written feedback

After receiving their work already given feedback, the students looked so busy with their dictionary and rewriting their work. Some students who had finished revising came back to the teachers to clarify their revision.

Based on the field notes above, it could be inferred that the students really needed feedback to help them revise their writings. They tried hard to comprehend the feedback given. They read and comprehended every feedback that showed their mistakes and also the guidance to correct them. It made it easier for the students to revise their writings.

d. The encouragement and the proportion of teacher written feedback

Some students asked one another about the feedback that they had already got. They also showed their feedback to one another. In addition, some students also asked to the observer some vocabularies, such as "*Bu mengupas itu bahasa inggrisnya apa?*" They were so enthusiastic to revise their writings. Some students who had finished revising their writing directly came back to the teachers to clarify their work.

From the field notes above, it could be assumed that written feedback given by the teachers is encouraging. By consulting the teachers' written feedback, the students were stimulated to make their work better. They were so enthusiastic to correct their mistakes. The

teachers' written feedback motivated the students to revise their writing.

Besides, it showed that the teachers' written feedback was proportional. It can be seen from the students' enthusiasm in revising their writing after the feedback was given. By seeing their responses, it seemed that there were no students obtaining negative feeling. It indicates that the students never felt insulted or ashamed because of the feedback.

2. Questionnaires

Table 2.4
The Objectivity of Teacher Written Feedback

	Frequency	Percent
Objective	30	68.2
Moderate	7	15.9
Not objective	7	15.9
Total	44	100.0

Table 2.4 shows 68.2% (F=30) respondents state that the teachers' written feedback is objective, 15.9% (F=7) state moderate, 15.9% (F=7) state not objective (See Appendix 8).

It means most of the students assumed that the teachers had given objective written feedback in their writing. They believed in the teachers' ability to say whether something was right or wrong. Based on their experience, the information given by the teachers was always accurate.

They considered that teacher could guide them to be a better writer. They assumed that the teachers were professional; there was no personal bias in assessing their work.

Regardless of the big number of students who considered teachers' written feedback was objective, there were some students who stated that the objectivity of teacher written feedback was not consistent. They considered occasionally feedback given contained personal bias to the students. Also, the accuracy of feedback given was not consistent; sometimes it was based on the really or fact but sometimes the feedback given was not accurate. In addition, there were also some students who thought that the teachers' written feedback was not objective. They thought most of the feedback given was not accurate and there was personal bias in it. It was caused by the students' view about their own teachers. In other words, it was found that there were some students that did not like their teachers' teaching performance. The students who already had a bad opinion towards their teachers always considered that the feedback given was subjective.

Table 2.5
The Clarity of Teacher Written Feedback

	Frequency	Percentage
Extremely clear	10	22.7%
Clear	26	59.1%
Moderate	6	13.6%
Unclear	2	4.6%
Total	44	100.0%

Table 2.5 shows 22.7% (F=10) the respondents state that teachers' written feedback is extremely clear, 59.1% (F=26) clear, 13.6% (F=6) moderate, 4.6% (F=2) unclear (See Appendix 8).

It means most of the students assumed that teachers' written feedback was clear and readable. The handwriting of teachers (comments or symbols) was easy or even very easy to be read. It could be deciphered easily by the students. The clarity of teachers' written feedback was influenced by the clear hand writing made by the teachers. In addition, the ink that was used by the teachers also influenced the clarity of teachers' written feedback. If the teachers used other than black ink to write feedback on their writings, it would make the feedback given more clearly seen.

Apart from the fact that most of students who assumed that teachers' written feedback was clear, some students stated that it was not clear and not clear enough. They thought that the teachers' handwriting (comments or symbols) was difficult to read. It could not be deciphered by the students. This assumption was due to the teachers' unclear handwriting. The teachers usually used Latin letters to make feedback. For some students, it was quite difficult to comprehend those letters.

Table 2.6
The Clarity of Teacher Written Feedback

	Frequency	Percentage
Extremely comprehensible	2	4.6%
Comprehensible	24	54.6%
Moderate	10	22.7%
Incomprehensible	8	18.2%
Total	44	100.0%

Table 2.6 shows 4.6% (F=2) respondents state that written feedback which was given by their teacher was extremely comprehensible, 54.6% (F=24) was comprehensible, 22.7% (F=10) was moderate, and 18.2% (F=8) state that written feedback which was given by their teacher was incomprehensible (See Appendix 8).

It means that most of the students admitted the written feedback was easy to be understood because the teachers not only showed the mistakes but also provided the correct parts which made it easier for the students to comprehend and revised their mistakes.

Despite the fact that most of the students who assumed that they understood teachers' written feedback, some students said that they did not understand written feedback given by their teachers. They were often confused to comprehend the hints that were provided by the teachers. It was not only influenced by unclear handwriting but also unspecific hints.

Table 2.7
The Assistance of Teacher Written Feedback

	Frequency	Percentage
Extremely assisting	12	27.3%
Assisting	27	61.4%
Moderate	5	11.4%
Total	44	100.0%

Table 2.7 shows 27.3% (F=12) respondents state that teachers' written feedback is extremely assisting, 61.4% (F=27) assisting, and 11.4% (F=5) moderate (See Appendix 8). It shows, most of students answer that teachers' handwriting feedback is important in helping them in the writing process.

It showed that most of students assumed teachers' written feedback extremely assisted their process of writing. Some students stated that it extremely assisted. They considered feedback given provided important information that helped them to be effective and efficient learners. It could also lead them toward autonomy and helped them improve their writings. Therefore, the teachers' written feedback can be used to improve the students' knowledge of English, especially in writing.

However, some students also said that the feedback given was average. It means occasionally the feedback given did not guide to the area of improvement. Also, sometimes, the feedback did not provide important information that helped students become effective and efficient learners.

Table 2.8
The Encouragement of Teacher Written Feedback

	Frequency	Percentage
Extremely encouraging	8	18.2%
Encouraging	38	68.2%
Moderate	2	4.6%
Not encouraging	4	9.1%
Total	44	100.0%

Table 2.8 shows 18.2% (F=8) respondents stating that teacher written feedback was extremely encouraging, 68.4% (F=38) encouraging, 4.6% (F=2) moderate, and 9.1% (F=4) not encouraging (See Appendix 8).

It means, most of the students assumed that they got additional motivation to improve their writings after they received teachers' written feedback in their writings. It implies that teachers' written feedback is encouraging. The feedback given created the students' motivation for doing something different in the next draft or revising their writing. It made the students realized their own writing skills because it showed them the mistakes so that they kept trying to improve their writing skills. In addition, some motivating comments or praises from the teacher in their writing such as "Great", "Nice try", "Good topic" and "Excellent" also motivated them to make their writings better.

Regardless of the fact that most of the students assumed that teachers' written feedback was encouraging, some students said that they were not motivated to revise their writings. The feedback given did not

create the motivation for doing something different in the next draft or revising their and it could not encourage them to study and use the language to the best of their ability, either. It was caused by student's motivation and time management. Sometimes, the students felt lazy dealing with the teachers' written feedback, especially to revise their writings. In addition, the limited time that was provided by the teachers to revise their work is also one of the reasons that made the students not motivated to improve their writings. The teachers usually provided just 20-25 minutes for the students to complete their revision.

Table 2.9
The Proportion of Teacher Written Feedback

	Frequency	Percentage
Never	31	70.5%
Moderate	3	6.8%
Ever	10	22.7%
Total	44	100.05%

Table 2.9 shows 70.5% (F=31) respondents state that they never have negative feeling after receiving teacher written feedback, 6.8% (F=3) in moderate, and 22.7% (F=10) ever have negative feeling after receiving teacher written feedback (See Appendix 8).

It means most of students never had negative feeling after they received written the feedback given. They never felt insulted or ashamed although they got many corrections from their teachers. They already

understood that the purpose of teachers in giving written feedback was to give them correction to make their writing improved.

Most of the students assumed that they never had any negative feeling after receiving teacher written feedback. However, some students said that sometimes they felt annoyed after receiving it. It was caused by the teachers' way in giving written feedback. They thought that feedback given was untidy or not-well-organized so it made their writings become untidy, too. Sometimes, teachers' written feedback almost covered all part of their writings. It made them find it difficult to read their work.

Table 2.10
The Proportion of Teacher Written Feedback

	Frequency	Percentage
Extremely Disturbed	2	4.6%
Disturbed	8	18.9%
Undisturbed	34	77.3%
Total	44	100.0%

Table 2.10 shows 4.6% (F=2) respondents state that they feel extremely disturbed by teachers' written feedback in their writing process, 18.9% (F=8) feel disturbed of the teachers' written feedback on their writings process, and 77.3% (F=34) feel undisturbed of the teachers' written feedback in their writing process (See Appendix 8).

It means most of the students are undisturbed by teachers' written feedback in their writing process. They did not feel disturbed in their process of writing because the teachers just corrected in inaccurate parts

of without changing the main idea of their writings. Furthermore, they have considered that the teachers' written feedback was an essential element to improve their writings.

Though most of the students who assumed that teachers' written feedback were undisturbed, there are some students saying that they were disturbed by the teachers' written feedback. It was also caused by students' motivation in learning, especially in writing. They thought that teachers' written feedback would add their work in writing because they had to rewrite their idea from the beginning.

3. Interviews

After the students made a writing, they always got written feedback from their teachers. The teachers employed direct feedback and also indirect one but the direct one is more dominating. Then, actually, the students also preferred the direct feedback because it did not only make them know their mistakes but also knew how to correct them.

Most of the students agreed that the teachers' written feedback was beneficial to them. They found that the teachers' written feedback was objective because the correction that was given was always accurate. As long as they got teachers' written feedback, they found that feedback given was clear enough. Moreover, the words and hints that were used were also comprehensible and they were satisfied with it. Then, the thing that they liked the most from teachers' written feedback was they would

be able to know their mistakes that they made in their writings. It was significantly helpful for them to improve their writings. Besides, after receiving teachers' written feedback the students were motivated to revise their writings. They wanted to decrease the correction or the sign on their writing that was given by their teachers. They never felt insulted, ashamed or even disturbed by teachers' written feedback. The students expected their writings were given feedback by their teachers. They considered it as a kind of attention from the teachers and also as a source to make their writing better. (See Appendix 7).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two parts, namely conclusion and suggestion. The first part presents the conclusions derived from the study. The second part presents suggestions intended for the teacher, the students, and other researcher.

A. Conclusion

There are three main research questions to answer in this study. The first research question was about the types of teachers' written feedback on the students' writings. The second one was about the categories of written feedback given by the teachers to the students' writings. The last is the students' perception on the teachers' written feedback on their writings.

Based on the data and discussion in the previous chapter, the following conclusions are drawn:

1. Regarding the first research question, it was found that the teachers often used direct feedback in giving written feedback on students' writings. The teachers gave some signs to indicate the students' mistakes, such as underlining, circling, and scratching. Then, they put the correction around it. There was only a little feedback in the form indirect by just giving some signs to show the students' mistake without providing the right answer.

It was also found that the written feedback given by the teachers contain affective points. The teachers' written feedback mostly contain some comments to strengthen students' positive emotion. The teachers provide praise in their feedback such as "Great", "Excellent", "Good", etc.

2. With regard to the second research question, it was found that the teachers focused more on the general level feedback which concerned to grammar, spelling, punctuation, and word choices. The biggest concern of the teachers is grammatical mistake made by the students in their writing. There was only a little feedback on the content level, which concerned the content and organization of ideas of the students' writings.
3. Related to the third research question, it was found that:
 - a. The teachers' written feedback is objective. It indicates that there is no personal bias in assessing the students' writings. The teachers are professional and eligible in giving written feedback on students' writings.
 - b. The teachers' written feedback is clear. It indicates that the teachers' written feedback is readable and understandable. The clarity is supported by the color of ink used by the teachers.
 - c. Teachers' written feedback assists the students in improving their writings. It indicates that the students need written feedback from the teachers. It can help them to know whether they are doing right, what their mistakes are and how they can make it better.
 - d. Teachers' written feedback is encouraging. It indicates that the teachers' written feedback motivates the students to improve their writings. The teachers motivate students not only to revise their writing but also to improve their English in general.

- e. Teachers' written feedback is proportional. The students did not have any negative feelings after they got written feedback from the teachers. It indicates that the feedback does not make them feel insulted or ashamed because the teachers gave too much feedback or too little feedback. In addition, teachers' written feedback did not disturb the process of writing. It shows that the feedback does not make the students disturbed when they are writing.

B. Suggestion

This part presents some suggestions that will hopefully give a new idea to provide better teaching and learning process in senior high schools. The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate learning process. The second is for students who are interested in improving their writing skill. The last is for further researches which can be done related to this study, particularly in the area of feedback in writing.

1. To English teachers

English teachers can verify and defend the result of the research by giving clear, readable, understandable and motivating feedback. Related to the objectivity of teachers' written feedback, teachers should keep avoiding personal bias in giving written feedback on the students' writings. Another thing is giving proportion feedback in students' writings so that the students do not feel disturbed, ashamed or insulted after receiving the feedback.

However, there are some results of the research that require teachers to make some adjustment and improvements :

- a. The result of the writing analysis shows that the percentage of direct feedback is bigger than indirect one. In addition, from the interview with the students, it is found that they prefer direct written feedback in the form of direct. However, some students state that they want feedback in the form of indirect because they realize when they get direct feedback, they just copy and then rewrite the right part provided by the teachers. Some students state that actually they want to correct their own mistake and revise their writings by their own effort so that they can be autonomous learners. Therefore, the teachers should try to, at least, balance the feedback given, both on direct and indirect.
- b. Some students stated that the teachers' written feedback was sometimes unclear, in terms of the teachers' hand writing. It means that teachers should make the feedback clearer and using simpler language.
- c. Some students stated that they felt disturbed after receiving feedback because their writings became little bit untidy. It means that the teachers should make the feedback tidier so that it is easy for the students to read and comprehend it.
- d. The teachers should enhance the method in giving written feedback so that the students are motivated to improve their writings.

2. To Students

- a. The students should be cooperative in developing their writings. It can be achieved by incorporating other sources and by having conferences with their teachers to revise their writings.
- b. The students should active to write and revise their writing. They should really employ the teachers' written feedback.
- c. The students should also pay attention to peer feedback which is usually given before the teachers give written feedback. The feedback given by their peers will help them improve their writings.

3. To Other researchers

It is expected that the result of the study can give an informative input to other researchers who want to conduct similar research. The problems that appear related to this research which can be investigated in further research are explained below.

- a. Some respondents of this research have different opinions about the best way in giving feedback. Therefore, other researchers can investigate the most effective way in giving written feedback.
- b. One of the results of this research is that teachers' written feedback encourages and motivates the students to revise their writings. Other researchers can also investigate the relationship of encouragement provided by teachers' written feedback and the improvement of students' writings.

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APPENDICES

APPENDIX 1

FIELD NOTES

Field Notes 1

(VIII A), (23 students)

Tuesday, February 19, 2013.08.20-09.00 A.M

Teacher : Mr. Y. Agus Supriyanta, S.Pd

1. The teacher with an observer came to the class at 08.15 A.M
2. The teacher started the lesson by saying “Good Morning.”
3. The students replied it.
4. The teacher asked “How are you?”
5. The students answered “Fine”
6. The teacher introduced the observer to the students, and then she asked the observer to take a seat at back.
7. The teacher asked some questions to the students about their feeling and condition at that moment.
8. Some students replied by saying “fine”, “good”, “ok”, “so so”.
9. The teacher discussed their writing that was collected last week. He gave comment to their work.
10. The teacher sat on her desk, and then he asked the students to come to her one by one.
11. The teacher explained errors that are made by the students individually.
12. Each students who coming in front looked happy and paid attention the teacher’s explanation.
13. The students who hadn’t got the turn yet were little bit noisy.

14. The students who had got their writing looked so serious comprehending written feedback from the teacher. Some students asked one another about the feedback that they get to make their writing better. They also showed their feedback one another.
15. Some students rewrote their work directly based on the teacher written feedback.
16. Some students who didn't understand the teacher written feedback went back to the teacher and asked to him.
17. Some students who had finished revising, they came back to the teacher to clarify their revision.
18. The teacher explained some general errors made by the students on the whiteboard.
19. The teacher asked their difficulty in the process of writing.
20. Some students replied by saying, "nggak tau bahasa inggrisnya mister", "bingung mister", etc.
21. The teacher responded the students' question, the teacher explained briefly about their question.
22. After there was no more question, the teacher asked the students to collect their revision.
23. The teacher motivated them to keep writing and explained his purpose of giving feedback, she said that her purpose just to show the students' mistake in order to make their writing better.
24. The teacher closed the lesson with a leave taking expression.

FIELD NOTES

Field Notes 2

(VIII B), (21 students)

Wednesday, February 27, 2013.10.00-11.20 A.M

Teacher : Hj. Mua'limah, S.Pd

1. The teacher and the the researcher came to the class at 10.00 A.M
2. The teacher started the lesson by saying "Assalamua'laikum wr.wb."
3. The students replied it.
4. The teacher asked "What is your life today?"
5. The students answered "Fine".
6. The teacher introduced the observer and to the students, and then she asked the observer to take a seat at back.
7. Then, the teacher asked the students about their activity last week. Last week the teacher asked the students to write a procedure text.
8. Some students said "Angel e, Bu."
9. Then the teacher asked them, "What makes it difficult?"
10. The students replied, "Susah Bu nyusunnya", the other , "Nggak tahu bahasa inggrisnya Bu yang bikin susah".
11. The teacher responded by saying, "Kan ada kamus, kalian bisa buka kamus kalau artinya nggak tahu".
12. Then, the teacher showed their writing that already given feedback. Then, she distributed all of the students' works.
13. After all of the students handed their work, the teacher said, "there are some mistake on your writing, now please try to make it better".

14. Most of students looked so serious in comprehending and rewriting their feedback. Some students asked one another about the feedback that they get to make their writing better. They also showed their feedback one another.
15. Some students rewrote their text directly based on the teacher written feedback.
16. The teacher monitored the students' activity in revising.
17. After all of the students finished, the teacher asked them to collect their work.
18. Then, the teacher continued the lesson about kinds of greeting card.

APPENDIX 2

KUESIONER

Nama :

No Absen :

Kelas :

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap *feedback* tertulis guru pada tulisan siswa. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang dikerjakan oleh Arie Rahmawati Hadiyanti (06202244042), salah satu mahasiswa PBI, untuk mendapatkan gelar *Sarjana Pendidikan*. Penelitian tersebut berjudul “ An Analysis of Teacher Written Feedback in Writing Among the Grade VIII students of SMP N 5 Sleman in the Academic Year of 2012/2013”.

Informasi yang teman-teman berikan sangat berguna dan penting bagi keberhasilan penelitian yang dilakukan. Informasi yang teman-teman berikan sama sekali tidak berpengaruh terhadap hal-hal lain diluar keperluan penelitian. Oleh karena itu, kesungguhan teman-teman sekalian dalam mengisi kuesioner ini akan sangat dihargai.

Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

2. Bagaimana tingkat kejelasan koreksi yang diberikan guru anda?Jelaskan jawaban anda!

-
-
3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

4. Menurut anda, seberapa pentingkah koreksi guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat koreksi dari guru? Jelaskan jawaban anda!

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan koreksi yang diberikan guru? Jelaskan jawaban anda!

Thank you

APPENDIX 3

Interview Question

1. Seberapa sering kamu mendapat koreksi dari gurumu pada tugas/karangan bahasa Inggrismu?
2. Apa gurumu langsung membenarkan kesalahan atau kekurangan pada tugas/karanganmu?
3. Apa gurumu memberikan petunjuk atau tanda tertentu pada kesalahan yang ada?
4. Selain memberikan koreksi, apakah ada kata-kata yang memotivasi kamu untuk tetap menulis dan mengerjakan tugas?
5. Menurut kamu, apakah *feedback* yang diberikan gurumu berfungsi dengan baik?
6. Menurut kamu, apakah koreksi yang diberikan guru pada tugas/karanganmu jelas dan dapat dibaca?
7. Apakah kamu mengerti dan dapat memahami maksud koreksi yang diberikan guru pada tugas/karanganmu?
8. Apakah kamu selalu membaca koreksi yang diberikan gurumu? Kenapa?
9. Apakah kamu sangat memerlukan koreksi dari gurumu dalam membuat suatu tugas/karangan? Kenapa?
10. Setelah mendapatkan koreksi dari gurumu, apakah kamu termotivasi untuk memperbaiki kesalahanmu? Kenapa?
11. Apa yang kamu rasakan ketika mendapat koreksi dari gurumu? Apakah kamu pernah merasa jengkel dengan koreksi-koreksi gurumu?
12. Ketika mendapatkan koreksi dari gurumu, apakah itu mengganggu dalam proses penuangan ide-ide kamu dalam membuat tugas/karangan? Kenapa?

APPENDIX 4

Nama = M.D. Yuda Putra
 No. absen = 15
 Kelas = VIIA

Last Sunday Anita had a Party in her house. ^{It} Was Full of Flowers and Colorful balloons. ^{It} was Anita's birthday Party. ^{Her} classmates and her neighbours came to her house. They attended the Party. They wore colorful clothes and brought gifts. Anita wore a beautiful dress. She delivered a Welcoming Speech to the guests to begin the Party. After that she blew candles and cut the birthday cake. Next all of them sang a birthday song together they also clapped their hands. Then they ate some cake and drank some soft drink. They celebrated Anita's birthday. All people looked very happy. One of Anita's friends, Rudi read a poem for her. At the end of the party, all the people shook hands with Anita's. ^{the} then they went home. ^{the} Party was really fun.

It's great!

“ 11 ”

Nama: Devi Susilawati

Kelas: VII Bhe

Mapel: B. Inggris

HOSPITAL

Yesterday, my family and I [?] are in the hospital. We go there for visiting? grand father. He got sick yesterday. He ^{was} is in room no. 06. We ^{met} meet his ^{our} grand mother. They ^{were} are very kind. A half hour later my uncle is coming. He also wants to ^{visited} visit grand father. He ^{brings} brings some foods and fruits. At the same time, the nurse ^{is} ^{grammar} coming too, she ^{gives} gives grand father medicine, she ^{tells} tells us grand father ^{is} good now. He ^{can} ^{could} home next two days. we ^{are} ^{were} so happy.

Note: Grammar!

Recount → Past tense

Verb 2.

dt.
Diana
so.

Nama: Ruz

Kelas: VII A

Mapel: B. Inggris

my Room.

my favourite place in my house is my bedroom. I ~~had~~ ^{the wall with} it painted pink because I like ~~Barbie~~ ^{Barbie}. I also put pictures of ~~Barbie~~ ^{Barbie} on the wall.

Near the window is my desk. There are an alarm clock, a dictionary ^{my} and some encyclopedias on the desk. The ~~alarm~~ alarm clock wake me up in the morning. The dictionary and the encyclopedias help me study.

My bed is very comfortable. The colour of the sheet is pink. The pillow and the bolsters are pink, too.

- Note :
1. Rewrite your text carefully.
 2. Write based on example.

Name: Fitri Murahadi
 No : 008
 Class : VII A

How to make Itz Noodle.

1. utensils : 1. pan 5. plate.
 2. gas stove
 3. spoon
 4. fork

2. Materials : 1. water
 2. noodle.
 3. ~~being cooked~~
 A. Put the seasoning
 5. sweet soy sauce
 6. chili sauce.

3. Method : 1. Boil 400 ml of water in a pan
 2. add noodle, stir slowly for 3 minutes.
 3. while the noodle is being cooked, put the seasoning, sweet soy sauce and chili sauce in a bowl
 4. Take the cooked noodle from the boiling water and drain it.
 5. Put the cooked noodle into the bowl with seasoning, sweet soy sauce and chili sauce, mix well
 6. Sprinkle fried crispy onion
 Noodle is ready to be served.

Great!

Nama : Lisa.f

No. Absen : 14

Kelas : VII^A

Quatlah Karangan "Procedure" / "Descriptive" / "Recount."

a. Cara membuat ...

b. Cerita → Dapat mengenai Keluarga, Rumah, Teman dll.

c. Recount → Pengalaman pribadi

On April 6th, 2011 I just came back from my field study in East Java with all my friends. I got off the bus and took my bag and walked quickly to my father who picked me up by his motorcycle.

I was so happy ^{Example} coming home from my tour to East Java. My parents and my brothers welcomed me in front of my lovely house. I unpacked all my bags, but I was shocked when I discovered that one of my luggage was left in the bus. It was the plastic bag in which I put the fruits and souvenirs that I bought in Malang.

I was so panic and asked my father to drive me back to the bus station to look for it. Unfortunately, the bus had left and I got nothing. I was so sad because I have planned to give them to my parents and brother. How poor I am.

Good (A)

Nama : Lutan Nova A .

No. Absen : 12

Class : VIIA .

On Saturday we went to Bali (Good's Island) . ~~We~~ stayed at Nusa Indah hotel . It has a big garden with lots of colourful flowers and ^a swimming pool .

On Saturday night , we went to Kuta Beach to swim and enjoy the sunset . It is ^{have} a very beautiful view . Then we took some pictures and ~~seen~~ the night carefully .

On the next Saturday we went to some beautiful places such as Pura Befasih , Sangeh , and Sanur , we bought some souvenirs such as skirts , bags , handicrafts , and foods . After having all the trip . We went home in the afternoon .

Excellent !

Remidi Bahasa Inggris.

- Nama : Jamal Hsan
- No. absen : 13.
- class : VII A.

• How to make : Guava Juice

• Ingredients :

- 2 Guava
- water
- Milk
- ice
- Sugar

- Utensil :
 - 3 Glass
 - Mixer
 - Knife
 - Spoon
 - Pipet

- Step :
 - Peel Guava
 - Pour Guava in to mixer
 - Pour water, milk, ice, sugar in to mixer.
 - Switth on the button "ON"
 - Switth ~~of~~ the button "OFF".
 - Pour in Glass.
 - Serve.

(B) Good!

Nama : Yossy Iga Nawang sani
 No. absen : 24
 Class : VII (B)

REMIDI BAHASA INGGRIS

Fishing

I like fishing because this activity can refresh my mind
 Yesterday, my father took me to the lake. He asked

me to accompany him to go fishing. we brought bait,

Capital Letter

fish hook, and fishing rod. He taught me to fish.

He also let me to fish by my self. I enjoyed the
 day. we caught many fish. After that, fish input

Choice of word

to deep small pail. after that small pail in position

near in. we fishing. we fishing on in stare. fishing

me full with glad. my father took to remove place.

place in other possible we big fish. we pleasant?

possible big fish. finished day afternoon and finished

sun west in. we to return. after to reach in house.

arrived at

Note : Be Careful on Capital letter and choice of word.

At the zoo

Today is Sunday, I am Luluk. I and my family go to the zoo.

At the zoo, we can see some animals. There is a Fish Pond at the zoo. I am Feeding them.

look around, My mother is riding a horse.

Titis my brother is Feeding carrots to the rabbit.

My father is brushing white horse.

There is a monkey cage, beside the cage there is a board. on the board is writing "Don't feed the monkey".

And look a zookeeper is cleaning the bird cage with a broom on his hand.

Great!

nama = CHETRIN LULUK WINDA HASTARI

Kelas = 7b

No. Absen = 06

Note : ok

You have good ideas

Explore your Vocabulary!

Nama: Faradika Puspa Kanigara
 No. absen: 7
 Class: VII A.

? What do you mean?

Person day Sunday. I and family go pool fishing fish.
 father I fishing. Fish get fish big I happy get fish big
 fish shall fry. then I and family eat fish.
 then I and family fishing Fish more, and get fish big
 more. I and family Happy.
 then I and family eat fish more. I and family
 full after eat fish. Then, I and family go home house
 with happy.

Note: Fara, belajarnya ditingkatkan masih banyak yang salah.

- Focus on choice of word and generic structure!
- Use past tense if you make recount text.
- Rewrite your paragraph correctly.

APPENDIX 5

Scoring item

The objectivity of feedback

(Lewis, 2002: 3)

- | | |
|-------------------------|---|
| Extremely objective | <ul style="list-style-type: none"> - There was no personal bias at all in feedback given. - The feedback given is always accurate or based on fact. - The feedback given let the students know how they have done, what parts are; they lack of, and what parts are they good. |
| Objective | <ul style="list-style-type: none"> - There was no personal bias in feedback given. - The feedback given is accurate or based on fact. |
| Moderate | <ul style="list-style-type: none"> - Sometimes feedback given contains personal bias to the students. - The accuracy of feedback given is not consistent; sometimes it is based on reality or fact but sometimes the feedback given is not accurate. |
| Not objective | <ul style="list-style-type: none"> - Most of the feedback given is not accurate - There was personal bias in it. |
| Extremely not objective | <ul style="list-style-type: none"> - All of the feedback given is not accurate. - There was personal bias in it. |

The clarity of teacher written feedback

Cohen (1990: 11)

- | | |
|-----------------|---|
| Extremely clear | <ul style="list-style-type: none"> - The handwriting of teacher (comments or Symbols) is very easy to be read. - The feedback is very understandable. It can be deciphered very easily by the students. |
|-----------------|---|

Clear	<ul style="list-style-type: none"> - The hand writing of teacher (comments or symbols) is easy to be read. - The feedback is understandable. It can be deciphered easily by the students.
Moderate	<ul style="list-style-type: none"> - Sometimes, handwriting of teacher (comments or symbols) is difficult to be read. - Sometimes, the feedback is not understandable. Sometimes, it cannot be deciphered by the students.
Unclear	<ul style="list-style-type: none"> - The handwriting of teacher (comments or symbols) is difficult to be read. - The feedback is not understandable. It cannot be deciphered by the students.
Extremely unclear	<ul style="list-style-type: none"> - The handwriting of teacher (comments or symbols) is very difficult to be read. - The feedback is very incomprehensible. It totally cannot be deciphered by the students.

The assistance of teacher written feedback

Lewis (2002: 3)

Extremely assisted	<ul style="list-style-type: none"> - The feedback provides important information that help students become effective and efficient learner. - The feedback given can lead students' autonomy. - The feedback helps students to improve their writing.
Assisted	<ul style="list-style-type: none"> - The feedback helps students to improve their writing. - The feedback provides important information that help students become effective and efficient learner.
Moderate	<ul style="list-style-type: none"> - Sometimes, the feedback given do not guide to the area of improvement.

- Sometimes, the feedback does not provide important information that help students become effective and efficient learner.
- | | |
|------------------------|---|
| Not assisted | - The feedback do not contribute anything to the area of improvement. |
| Extremely not assisted | - The feedback given is disturbing and confusing for student. |

The encouragement of teacher written feedback

Lewis (2002:4) and Sommer (1982)

- | | |
|---------------------------|--|
| Extremely encouraging | <p>- The feedback given create the motive for doing something, different in the next draft or revising their writing.</p> <p>- It can encourage students to study and to use language to the best of their ability.</p> |
| Encouraging | - This feedback given create the students' motive for doing something different in the next draft or revising their writing. |
| Moderate | - Sometimes, the feedback given do not create the students' motive for doing something different in the next draft or revising their writing. |
| Not encouraging | <p>- The feedback given do not create e motive for doing something different in the next draft or revising their writing.</p> <p>- It cannot encourage students to study and to use language to the best of their ability.</p> |
| Extremely not encouraging | - The feedback given debilitate students' motivation to write. |

The proportion of teacher written feedback

Ferris, D. (2004)

- | | |
|--------------------------|---|
| Extremely proportion | - The students feel so happy and enthusiastic in consulting the feedback given. |
| | - The feedback does not make students feel insulted or embarrassed at all. |
| Proportion | - The students feel happy in consulting the feedback given. |
| | - The feedback does not make students feel insulted or embarrassed. |
| Moderate | - Sometimes, the feedback given make students feel insulted or embarrassed. |
| Not proportion | - The feedback given make students feel insulted or ashamed. |
| Extremely not proportion | - The students feel angry in consulting the feedback given. |
| | - The feedback makes students feel so insulted or embarrassed. |

APPENDIX 6

KUESIONER

Nama : Putri Masjithoh

No Absen : 18

Kelas : VIII che

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap *feedback* tertulis guru pada tulisan siswa. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang dikerjakan oleh Arie Rahmawati Hadiyanti (06202244042), salah satu mahasiswa PBI, untuk mendapatkan gelar *Sarjana Pendidikan*. Penelitian tersebut berjudul "An Analysis of Teacher Written Feedback in Writing Among the Grade VIII students of SMP N 5 Sleman in the Academic Year of 2012/2013".

Informasi yang teman-teman berikan sangat berguna dan penting bagi keberhasilan penelitian yang dilakukan. Informasi yang teman-teman berikan sama sekali tidak berpengaruh terhadap hal-hal lain diluar keperluan penelitian. Oleh karena itu, kesungguhan teman-teman sekalian dalam mengisi Kuesioner ini akan sangat dihargai.

Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

obyektif, karena saya pernah salah dan & benarkan guru.

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda?Jelaskan jawaban anda!

sangat jelas.

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

Paham, kita bisa tahu letak kesalahan kita.

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

Membantu karena kita bisa mengetahui kesalahan kita dan bisa mengulangnya

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

Ada motivasi agar karangan kita lebih baik.

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

Tidak pernah muncul perasaan negative karena saya mendapat bimbingan untuk melakukan sesuatu lebih baik.

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

Tidak karena koreksi yg diberikan guru itu sangat penting untuk mengetahui kesalahan yg kita buat

Thank you

KUESIONER

Nama : Wahyu Junianto

No Absen : 22

Kelas : VIII C

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap *feedback* tertulis guru pada tulisan siswa. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang dikerjakan oleh Arie Rahmawati Hadiyanti (06202244042), salah satu mahasiswa PBI, untuk mendapatkan gelar *Sarjana Pendidikan*. Penelitian tersebut berjudul "An Analysis of Teacher Written Feedback in Writing Among the Grade VIII students of SMP N 5 Sleman in the Academic Year of 2012/2013".

Informasi yang teman-teman berikan sangat berguna dan penting bagi keberhasilan penelitian yang dilakukan. Informasi yang teman-teman berikan sama sekali tidak berpengaruh terhadap hal-hal lain diluar keperluan penelitian. Oleh karena itu, kesungguhan teman-teman sekalian dalam mengisi Kuesioner ini akan sangat dihargai.

Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

Udah juga salah kalau walaupun sering sebenarnya sih.

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda? Jelaskan jawaban anda!

Jelas karena mudah dibaca dan mengetahui letak kesalahannya.

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

paham karena guru yang sering menugaskan kata dan tulisan yang salah gitu.

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

membantu jadi tau letak kesalahan.

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

termotivasi karena sudah ditunjukkan cara yang benar oleh guru.

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

Tugasku pernah karena ngeluhin negatif ke ngga penting.

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

tidak karena koreksi guru sangat membantu saya dalam membuat karangan.

Thank you

KUESIONER

Nama : Yuni Nofiyanti

No Absen : 25

Kelas : VIII che

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap *feedback* tertulis guru pada tulisan siswa. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang dikerjakan oleh Arie Rahmawati Hadiyanti (06202244042), salah satu mahasiswa PBI, untuk mendapatkan gelar *Sarjana Pendidikan*. Penelitian tersebut berjudul "An Analysis of Teacher Written Feedback in Writing Among the Grade VIII students of SMP N 5 Sleman in the Academic Year of 2012/2013".

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Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

obyektif, karena guru sebagai Panutan

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda?Jelaskan jawaban anda!

Sangat jelas karena pake tinta berwarna

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

Paham karena selain memberikan koreksi guru juga Memberikan Penjelasan

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

Membantu karena bisa mengetahui tingkat kesalahan pada karangan kita dan dapat mengetahui kebenarannya

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

kita ingin karangan yang dibuat berhasil dengan baik

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

Tidak pernah muncul perasaan negatif karena kita dibuat lebih baik dan mengerti

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

Terganggu karena tulisanya dicoret-coret sehingga bingung untuk menulis ulang

Thank you

KUESIONER

Nama : Edi Susanto

No Absen : 6

Kelas : VIII C

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Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

Objektif, Seorang guru yang profesional jadi yg sesuai kenyataan

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda? Jelaskan jawaban anda!

Jelas karena sangat mudah di baca

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

Sangat paham karena saya jadi mengerti kesalahan saya

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

Sangat membantu karena kita bisa liat mana yang salah dan benar

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

Ter motivasi karena dapat mengulang jadi lebih baik

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

Tidak pernah muncul perasaan negative karena guru memang lebih banyak pengetahuannya

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

Tidak mengganggu proses menulis karena justru dengan koreksi guru bisa memotivasi saya untuk tidak melakukan kesalahan dalam mengarang

Thank you

KUESIONER

Nama : Bella Lofty Rospita Dwi

No Absen : 3

Kelas : VIII C

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap *feedback* tertulis guru pada tulisan siswa. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang dikerjakan oleh Arie Rahmawati Hadiyanti (06202244042), salah satu mahasiswa PBI, untuk mendapatkan gelar *Sarjana Pendidikan*. Penelitian tersebut berjudul "An Analysis of Teacher Written Feedback in Writing Among the Grade VIII students of SMP N 5 Sleman in the Academic Year of 2012/2013".

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Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

tidak karena guru juga kadang salah

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda?Jelaskan jawaban anda!

Sangat Jelas

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

Belum paham

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

Membantu banget karena kita dpt mengetahui dimana letak kesalahan dan mengerjakan tugas atau yg lain

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

Ada motivasi tambahan

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

tidak pernah muncul perasaan negative karena buat apa kita punya perasaan negative sama guru sendiri

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

tidak karena lebih bisa di perbaiki lagi

Thank you

KUESIONER

Nama : Arif Budi Setiawan

No Absen : 02

Kelas : VIII C

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap *feedback* tertulis guru pada tulisan siswa. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang dikerjakan oleh Arie Rahmawati Hadiyanti (06202244042), salah satu mahasiswa PBI, untuk mendapatkan gelar *Sarjana Pendidikan*. Penelitian tersebut berjudul "An Analysis of Teacher Written Feedback in Writing Among the Grade VIII students of SMP N 5 Sleman in the Academic Year of 2012/2013".

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Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

Tidak, karena guru juga manusia Pasti pernah melakukan kesalahan, begitu juga dalam mengoreksi.

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda? Jelaskan jawaban anda!

Sangat jelas

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

Saya Sangat Paham dengan Feedback yang di berikan guru

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

Sangat membantu karena kita tidak tahu kesalahan kita sendiri

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

Supaya lebih baik dari sebelumnya sehingga ada motivasi untuk memperbaiki karangan

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

Tidak, karena saya menghargai guru.

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

Kadang merusak konsentrasi karena waktu pemberiannya tidak tepat

Thank you

KUESIONER

Nama : Yuliani

No Absen : 23-

Kelas : VIIIc

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap *feedback* tertulis guru pada tulisan siswa. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang dikerjakan oleh Arie Rahmawati Hadiyanti (06202244042), salah satu mahasiswa PBI, untuk mendapatkan gelar *Sarjana Pendidikan*. Penelitian tersebut berjudul "An Analysis of Teacher Written Feedback in Writing Among the Grade VIII students of SMP N 5 Sleman in the Academic Year of 2012/2013".

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Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

obyektif, karena koreksi guru memang sesuai fakta

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda?Jelaskan jawaban anda!

Kadang jelas kadang tidak

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

Paham

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

membantu karena agar kedepan kita bisa lebih baik dalam mengarang

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

termotivasi agar bisa

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

Pernah karena kadang-kadang ada yang benar tapi disalahkan

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

Tidak karena itu lebih baik

Thank you

KUESIONER

Nama : HISAN MUH RIDHO

No Absen :

Kelas : VIII

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Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

Objektif, ~~katanya~~ karena kesalahan yang di tulis memang -
memang benar salah.

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda?Jelaskan jawaban anda!

Jelas.

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

Paham karena ~~mudah~~ mudah di pahami

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

Membantu banget karena Setelah ~~guru~~ guru mengoreksi Pekerjaan kita, kita dapat mengetahui mana yang salah dan mana yang benar

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

Supaya karangannya lebih baik lagi

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

Sama Sekali tidak Pernah muncul perasaan Negative karena guru memberitahukan kekurangan-kekurangan saya

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

Tidak karena ~~guru~~ guru memang harus membenarkan kesalahan saya

Thank you

KUESIONER

Nama : Dewi Susilawati

No Absen : 4

Kelas : VIII C

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Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

Obyektif, karena pekerjaan saya memang mengandung kesalahan yang harus dibenarkan

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda?Jelaskan jawaban anda!

Jelas

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

ya, paham

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

membantu karena bikin kita lebih tahu b 2gaimana
tentang ~~meny~~ ~~meny~~.

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

Ada motivasi karena supaya saya lebih bisa belajar
dengan baik dan lebih giat setelah tahu kesalahan
yang saya buat

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

Tidak karena apa yg dikoreksi guru akan menjadi
hal yg positif bagi kita.

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

saya merasa tak terganggu karena *feedback* yg
diberikan guru sangat membantu dim menulis karangan
supaya karangan supaya karangan tersebut bisa menjadi
lebih baik dan benar

Thank you

KUESIONER

Nama : TRI HADIANTO

No Absen : 21

Kelas : VII C

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap *feedback* tertulis guru pada tulisan siswa. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang dikerjakan oleh Arie Rahmawati Hadiyanti (06202244042), salah satu mahasiswa PBI, untuk mendapatkan gelar *Sarjana Pendidikan*. Penelitian tersebut berjudul "An Analysis of Teacher Written Feedback in Writing Among the Grade VIII students of SMP N 5 Sleman in the Academic Year of 2012/2013".

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Atas perhatian dan kerja sama teman-teman sekalian dalam mengisi Kuesioner ini, diucapkan banyak terimakasih.

1. Menurut anda, bagaimana tingkat keobyektifan *feedback* yang diberikan guru anda?

YA, kadang-kadang guru juga bisa salah. kan.

2. Bagaimana tingkat kejelasan *feedback* yang diberikan guru anda?Jelaskan jawaban anda!

Jelas karena kita bisa tau kesalahan kita

3. Apakah anda mengerti dan paham maksud *feedback* yang diberikan guru anda?

Paham. saya bisa tau apa yang salah dalam jawaban saya

4. Menurut anda, seberapa pentingkah *feedback* guru dalam membantu proses penulisan tulisan/tugas anda? Jelaskan jawaban anda!

Membantu agar supaya saya tau pekerjaan saya salah atau benar

5. Setelah mendapat koreksi dari guru, adakah motivasi tambahan untuk memperbaiki karangan anda? Jelaskan jawaban anda!

Ada motivasi untuk memperbaiki kesalahan yang ada

6. Pernahkah muncul perasaan negatif pada diri anda ketika tugas anda mendapat *feedback* dari guru? Jelaskan jawaban anda!

Tidak

7. Dalam proses menulis karangan/tugas pernahkah anda merasa terganggu dengan *feedback* yang diberikan guru? Jelaskan jawaban anda!

Tidak mengganggu proses menulis karena aku merasa dengan koreksi itu karangannya jadi lebih bagus dan lebih tahu keadaannya

Thank you

APPENDIX 7

Students' Interviewer Transcript

Interviewer 1

Student : Mayrika Yulianti (S)
 Interviewer : Arie Rachmawati Hadiyanti (I)
 Class : VIII B
 Date of Interview : Saturday, March 23th on 2013
 Site : SMP N 5 Sleman Yogyakarta

- I : Hai mayrika, seberapa sering kamu dapat feedback dari Bu Alim pada tulisan bahasa Inggrismu?
- S : Ya sering miss, pokoknya tiap abis bikin tugas apalagi kalau mengarang atau bikin tulisan pake bahasa Inggris pasti dikoreksi.
- I : Emangnya kalau dalam satu bulan biasanya disuruh buat berapa karangan?
- S : Soalnya dalam satu minggu itu ada tiga pertemuan sama Bu Alim, tiap pertemuan kan selalu ngerjain tugas atau bikin karangan pake bahasa Inggris, jadi ya banyak kali miss, sampe nggak kehitung, salah dikit aja disuruh benerin, jadi harus bener-bener betul.
- I : Maksudnya sedikit itu gimana?
- S : Misalnya ada kurang satu huruf aja disuruh benerin sama Bu Alim tu.
- I : Oh gitu, bagus dong. Itu biar kamu enggak salah-salah lagi. Terus Bu Alim tuh kalau kasih koreksian dibenerin langsung apa gimana?
- S : Bu Alim kasih petunjuk-petunjuk aja, nanti kita yang tanya-tanya msti gimana benarnya, kayak kasih clue gitu deh.
- I : Petunjuknya kayak gimana tuh contohnya?
- S : Biasanya nanti Bu Alim kasih lingkaran pas yang salah itu, dibunderin apa dgaris bawah terus dikasih keterangan, misalnya wrong tenses, apa kurang huruf, gitu miss.
- I : Buat kamu sendiri lebih seneng dibenerin langsung apa dikasih kode-kode kayak gitu?

- S : Kalau boleh milih sih mending langsung dikasih sih biar enak, tapi kalau kaya gitu nanti kita jadi keenakan terus enggak ada usaha, jadi ya bener Bu Alim sih Cuma dikasih kode-kode aja, jadi nanti kita cari sendiri, paling enggak rada nyantol miss.
- I : Eemm.. jadi gitu ya, ada proses pembelajaran mandirinya?
- S : Thats right miss..
- I : Terus selain memberi koreksi, dalam karanganmu Bu Alim suka kasih kata-kata motivasi nggak?
- S : Oiya.. kalau udah selesai ngarangnya kan dikumpulin, dikoreksi terus kalau udah dikasih tulisan-tulisan lucu kaya “You’re the best”, kalau diantara satu kelas karangannya paling bagus, terus dikasih tulisan Good, Excellent, Great, gitu-gitu mas, tapi kalau salahnya banyak pasti digambarin muka sedih pake tinta merah dan dikasih tulisan belajar lebih giat ya..
- I : Oke, seru ya Bu Alim. Terus kalau dikasih koreksi kayak begitu, obyektif nggak sih Bu Alim?
- S : Menurutku obyektif sih miss, adil kok Bu Alim, kalau salah ya disalahin, kalau bener ya dibenerin.
- I : Terus kalau koreksiannya dari Bu Alim jelas nggak sih? Dari penjelasan sama tulisannya?
- S : Sangat jelas
- I : Jadi bisa dibaca dan dimengerti dengan mudah gitu ya?
- S : Iya miss
- I : Terus kamu paham berarti sama maksud koreksiannya Bu Alim?
- S : Paham kok miss, Bu Alim detail kasih koreksiannya, misalnya kita kurang jelas pun kita masih boleh nanya, nanti pasti dijelasin biar kita paham.
- I : Kamu selalu baca semua koreksiannya Bu Alim?
- S : Iya miss, kan tiap hasil tugas atau karangan dibagikan kan pengen tahu hasilnya seperti apa, jadi ya dibaca.

- I : Terus kalau menurut kamu feedback itu perlu enggak sih dalam proses menulis?
- S : Kalau menurut aku sih perlu miss. Soalnya kita jadi tahu mana aja yang salah, biar besok enggak salah-salah lagi.
- I : Jujur ya, kamu pernah merasa jengkel nggak kalau dikasih koreksi banyak banget sama Bu Alim?
- S : Kadang-kadang sih miss, jengkelnya kok salah terus.
- I : Terus kamu merasa terganggu nggak dengan feedback Bu Alim? Kan kadang ada yang merasa risih kalau dikritik terus, akhirnya jadi malu buat bikin tugas, males, malu bikin karangan dengan ide sendiri dan akhirnya enggak berkembang.
- S : Kadang-kadang sih miss, malu kalau coretannya banyak banget, tapi mau gimana lagi, itu cara biar bisa pinter. Kalau malu terus kapan pinternya?
- I : Okey.. Thanks alot dear.
- S : Your Welcome Miss.

Students' Interviewer Transcript

Interviewer 2

Student : Muhammad Abdul Aziz (S)

Interviewer : Arie Rachmawati Hadiyanti (I)

Class : VIII B

Date of Interview : Saturday, March 23th on 2013

Site : SMP N 5 Sleman Yogyakarta

I : Okey aziz, seberapa sering Bu Alim kasih feedback ke kamu?

S : Setiap kali ada writing mesti dikasih feedback.

I : Kira-kira dalam sebulan kamu buat karangan pake bahasa Inggris berapa kali?

S : Berapa kali ya, 4-5 kali mungkin sebulan.

I : Biasanya Bu Alim langsung benerin tulisan kamu apa kasih kode dulu gitu?

S : Kasih kode

I : Kayak apa kodenya?

S : Semisal salah nanti dikasih garis bawah apa dilingkari pake tinta merah, terus nanti dikasih keterangan.

I : Kalau kamu enak yang mana, langsung dibenerin apa dikasih kode aja?

S : Enak dikasih kode, jadi biar kita mikir sendiri terus jadi inget salahnya apa benerinnya gimana.

I : Terus itu bisa memotivasi kamu nggak?

S : Ada. Bu Alim kasih tulisan-tulisan "Good Exercise", "Good Job", "Great", itu memotivasi untuk terus dapat perhatian seperti itu.

I : Menurut kamu, feedback dari Bu Alim obyektif nggak sih?

S : Obyektif sih miss.

I : Tahu darimana Bu Alim Obyektif?

S : Ya kalau salah disalahin, kalau bener ya dibenerin.

I : Koreksian Bu Alim tertulis menurut kamu jelas nggak?

S : Jelas kok.

I : Lalu kamu paham sama feedbacknya Bu Alim?

S : Paham kok.

I : Oke,makasih ya.

S : Sama.sama.

Students' Interviewer Transcript

Interviewer 3

- Student : Muhammad Ardhiyasyah (S)
- Interviewer : Arie Rachmawati Hadiyanti (I)
- Class : VIII B
- Date of Interview : Saturday, March 23th on 2013
- Site : SMP N 5 Sleman Yogyakarta
-
- I : Seberapa sering sih Bu Alim kasih feedback ke kamu, Dhy?
- S : Tiap habis kasih tugas writing.
- I : Setiap kali kamu dapet tugas mesti terus dikasih feedback sama BuAlim?
- S : Iya.
- I : Dalam satu bulan kamu bisa dikasih tugas nulis berapa kali emangnya?
- S : Tiga.
- I : Itu udah sama benerin kalau sama habis dikoreksi?
- S : Tiap nulis pasti dikoreksi terus diperbaiki, jadi kalau sama memperbaiki ya bisa sampe enam kali.
- I : Bu Alim kalau kasih feedback langsung dibenerin apa dikasih kode?
- S : Langsung.
- I : Langsung dibenerin gitu sama Bu Alim?
- S : Eh.. dua-duanya ding, kadang dikasih tahu salahnya apa, kadang cuma dilingkari apa digaris bawah terus nggak dikasih tahu salahnya dimana.
- I : Kalau buat kamu sendiri, pilih langsung dibenerin apa dikasih kode aja?
- S : Langsung dibenerinlah, biar jelas.
- I : Kalau langsung dibenerin nanti kamu nggak belajar?
- S : Kan malah jadi belajar, jadi tahu mana yang salah, terus dibenerin kayak gimana.
- I : Selain kasih koreksi, Bu Alim suka kasih kata-kata motivasi nggak?
- S : Iya.
- I : Kayak gimana?
- S : Semangat! Belajar terus ! Ditingkatkan lagi !

- I : Obyektif nggak sih Bu Alim kalau kasih feedback?
- S : Cukup obyektif.
- I : Kok gitu?
- S : Ya yang salah disalahin yang bener ya dibenerin.
- I : Koreksian Bu Alim jelas nggak?
- S : Jelas.
- I : Bisa dimengerti dan dipahami?
- S : Iya.
- I : Pernah nggak kamu merasa nggak paham?
- S : Ya pernah sih.
- I : Terus gimana?
- S : Nanti terus nanya langsung sama Bu Alim, nanti terus dijelasin kok.
- I : Semua koreksian Bu Alim kamu baca semua?
- S : Iya.
- I : Kenapa kamu baca semua?
- S : Biar bisa lah, kan biar tahu salahnya dimana.
- I : So.. menurut kamu, dalam proses pembelajaran kamu.. feedback dari guru itu penting nggak?
- S : Penting banget.
- I : Kenapa?
- S : Membantu siswa untuk jadi lebih baik.
- I : Yakin?
- S : Iya
- I : Jadi, setiap kali habis dapat feedback ada nggak motivasi yang muncul untuk memperbaiki tulisan atau memperbaiki bahasa Inggris kamu?
- S : Ada dong.
- I : Gimana tuh maksudnya?
- S : Biar jadi lebih baik dong, biar nggak banyak coretan dari Bu Alim?
- I : Kalau tugas kamu dicorat-coret sama Bu Alim kamu pernah nggak sebel?
- S : Pernah.
- I : Kenapa?

- S : Ya malu aja kalau tulisanku banyak coretannya, kan berarti banyak salahnya, nandain kalau aku nggak paham.
- I : Terus kalau gitu feedbck itu menurut kamu ganggu nggak dalam proses pembelajaran kamu?
- S : Nggak lah.
- I : Kenapa?
- S : Kan malah ngebantu buat tahu letak salahnya dimana.
- I : Okey.. makasih ya Ardhy.

Students' Interviewer Transcript

Interviewer 4

Student : Chetrin Luluk Winda (S)
 Interviewer : Arie Rachmawati Hadiyanti (I)
 Class : VIII B
 Date of Interview : Saturday, March 23th on 2013
 Site : SMP N 5 Sleman Yogyakarta

- I : Bu Alim seberapa sering kasih feedback ke kamu?
 S : Tiap kali dikasih tugas ngarang pake bahasa Inggris pasti dikasih feedback, dicorat-corek gitu.
 I : Berapa kali kamu butuh koreksi dari Bu Alim buat satu tulisan kamu?
 S : Kadang satu, kadang bisa sampe dua kali.
 I : Bu Alim kalau kasih feedback langsung dbenerin apa dikasih kode?
 S : Dilingkari dikasih tulisan kalau yang salah, kalau yang kata-katanya nggak perlu nanti cuma dicoret aja.
 I : Berarti Bu Alim langsung ngebenerin ya?
 S : Iya.
 I : Kalau kamu seneng langsung dibenerin apa dikasih kode aja?
 S : Langsung dibenerin.
 I : Kenapa?
 S : Soalnya kalau nggak langsung dibenerin kan jadi bingung nanti yang bener gimana.
 I : Kalau kayak gitu kamu jadi nggak belajar dong, jadi cuma tinggal nyalin doang?
 S : Ya nggak gitu juga dong, kan kalau tahu yang bener aku jadi belajar, jadi besok-besok nggak salah lagi.
 I : Terus kalau dikoreksi gitu, ada nggak sih kata-kata motivasi yang ditulis Bu Alim di tugas kamu?
 S : Ada.
 I : Contohnya kayak gimana?

- S : Dikasih tulisan kaya “Good”, “Great”, gitu-gitu aja.
- I : Obyektif nggak Bu Alim kasih feedback buat siswa-siswanya?
- S : Masak guru pilih-pilih miss, obyektif lah.
- I : Okey.. terus mengenai koreksi yang dikasih Bu Alim, kamu jelas nggak? Dari segi tulisan misalnya, kamu bisa dengan jelas baca koreksian dari Bu Alim nggak?
- S : Jelas. Mudah dibaca kok.
- I : Terus kamu paham nggak sama maksud Bu Alim?
- S : Paham kok.
- I : Pernah merasa nggak ngerti sama feedback yang dikasih sama Bu Alim?
- S : Pernah juga sih, tapi langsung ditanyain sama Bu Alimnya, jadi terus paham maksudnya gimana, dan dibenerinnya gimana.
- I : Kamu baca semua hasil tugas kamu yang udah dikoreksi sama gurumu?
- S : Iya.
- I : Kenapa kamu baca?
- S : Biar tahu salahnya dimana.
- I : Terus, menurut kamu feedback untuk tugas/karangan bahasa Inggris itu perlu nggak sih?
- S : Perlu.
- I : Kok perlu, kenapa?
- S : Ya biar tahu salahnya gimana, benarnya gimana. Biar enggak salah-salah lagi kalau bikin tugas, apalagi kalau pas ulangan.
- I : Kamu termotivasi dengan adanya feedback dari guru?
- S : Termotivasi.
- I : Kenapa?
- S : Biar diperhatiin sama guru, biar bisa terus nggak salah-salah lagi.
- I : Tapi kamu jengkel nggak kalau dikasih coretan banyak banget?
- S : Ya kadang, cuma kalau pas salahnya banyak banget.
- I : Jadi feedback itu sendiri ganggu kamu nggak?
- S : Enggak. Kenapa kok enggak, tadi katanya sebel kalau dicorat-corek banyak banget?

- I : Kan kalau ada koreksi, kita jadi tahu yang salah mesti digimanain, biar besok-besok nggak salah lagi. Kalau masalah sebel kalau dicorat-coret banyak kan jadi motivasi buat nggak salah-salah lagi kedepannya.
- S : Okey, makasih ya buat waktunya.
- I : Sama-sama miss.

Students' Interviewer Transcript

Interviewer 5

Student : Eva Triyanti (S)
 Interviewer : Arie Rachmawati Hadiyanti (I)
 Class : VIII B
 Date of Interview : Saturday, March 23th on 2013
 Site : SMP N 5 Sleman Yogyakarta

- I : Okey kita mulai ya..
 S : Okey miss.
 I : Pertama, seberapa sering kamu dapet feedback dari Bu Alim?
 S : Sering banget, tiap habis nulis pasti dikoreksi. Feedback itu koreksi kan maksudnya?
 I : Iya bebiy, hahaa.. Okey, berarti tiap kamu dapet tugas suruh ngerjain apalagi kalau nulis karangan pakai bahasa Inggris itu pasti dapet feedback dari Bu Alim?
 S : Ho oh miss.
 I : Terus koreksiannya langsung apa Cuma dikasih kode?
 S : Langsung dibenerin, kalau ada yang salah nanti dikasih bunderan terus dikasih tulisan yang bener harusnya gimana.
 I : Kamu suka dengan gaya koreksi kaya gitu? Langsung dibenerin gitu?
 S : Suka. Kan sekalian buat belajar.
 I : Maksudnya bisa sekalian buat belajar tuh gimana?
 S : Yaa.. kan jadi tahu yang salah yang mana, terus benerinnya gimana, biar nggak salah lagi, jadi bisa dihafalin juga.
 I : Terus Bu Alim suka kasih kata-kata motivasi nggak buat kamu mengenai tulisan kamu?
 S : Iya.
 I : Kayak gimana kata-katanya?

- S : “Good”, “Great”, terus suka dikasih nilai A atau dikasih nilai 100 kalau tugasnya bener semua nggak ada kesalahan. Nilai 100 nya nanti dikasih tanda kayak orang senyum gitu.
- I : Bu Alim kalau kasih feedback obyektif nggak?
- S : Obyektif.
- I : Contohnya?
- S : Yaa.. kalau yang salah disalahin, yang bener ya dibenerin. Enggak pilih-pilih buat ngoreksi juga kok, semua dikoreksi.
- I : Jelas nggak Bu Alim kasih koreksiannya?
- S : Jelas.
- I : Jadi kamu paham tiap feedbacknya dari Bu Alim?
- S : Paham.
- I : Semua koreksian dari Bu Alim kamu semua nggak?
- S : Iya. Aku baca kok.
- I : Feedback itu penting nggak sih buat kamu? Buat nulis tugas/karangan dalam bahasa Inggris terutama?
- S : Penting.
- I : Pentingnya apa?
- S : Buat ngebenerin kita ke jalur yang benar. Biar nggak salah lagi.
- I : Termotivasi nggak kamu kalau udah dikasih feedback sama gurumu?
- S : Yaa.. Lumayan termotivasi. Jadi tahu salahnya, kalau keluar lagi di soal jadi udah tahu, nggak salah lagi, dan jadi tahu caranya gimana buat tulisan yang bener, walaupun kadang-kadang lupa.
- I : Kalau dapet koreksian yang banyak banget sampek kertas tugas kamu banyak coretan, sebel nggak sih kamu?
- S : Sebel sih enggak, Cuma malu aja sma Bu Alim, udah diajarin berkali-kali kok nggak bisa-bisa.
- I : Terus menurut kamu feedback itu mengganggu nggak?
- S : Enggak to yo miss..
- I : Kenapa?

- S : Kan tetep perlu bimbingan untuk tahu mana yang benar mana yang salah, biar jadi lebih baik. Kalau nggak ada yang ngebenerin fungsine guru opo miss?
- I : Hahaa.. iya yaa.. okey makasih yaa..
- S : Iya miss.

Students' Interviewer Transcript

Interviewer 6

Student : Rizka Nissa Ramadhani (S)
 Interviewer : Arie Rachmawati Hadiyanti (I)
 Class : VIII A
 Date of Interview : Tuesday, March 19th on 2013
 Site : SMP N 5 Sleman Yogyakarta

- I : Ganggu waktunya ya, oiya Mr.Agus itu suka kasih tugas bikin karangan suruh nulis pake bahasa inggris gitu nggak sih?
- S : Iya miss sering.
- I : Seberapa sering kasih tugas kayak gitu?
- S : Banyak miss, kadang sampe 4 kali.
- I : Terus, kalau dikasih tugas kayak gitu nanti dikoreksi gak sama Mr.Agus?
- S : Ya dikoreksi miss.
- I : Jadi tiap kali habis dikasih tugas nanti dikasih feedback apa koreksi gitu ya?
- S : Terus, Mr.Agus nya kasih feedbacknya langsung dibenerin apa cuma dikasih kode terus nanti kamu nyari sendiri benernya kaya gimana?
- I : Cuma dikasih kode aja.
- S : Misalnya kaya gimana kodenya?
- I : Yang salah nanti dilingkari gitu, terus dikasih tanda tanya.
- S : Buat kamu sendiri lebih milih dibenerin langsung apa dikasih kode sih?
- I : Hehe.. langsung dibenerin.
- S : Kenapa?
- I : Ya biar tahu mana yang salah mana yang bener, kalau cuma dilingkari nanti mesti nyari sendiri, lama, jadi nggak semangat benerinnya.
- S : Bukannya kaya gitu malah kamu bisa sekalian belajar?
- I : Kalau dibenerin kan juga belajar. Kita jadi benernya gimana terus besok-besok nggak bikin salah lagi, enggak bingung.

- S : Okey.. terus Mr.Agus suka kasih motivation word, apa kata-kata motivasi gitu nggak kalau habis feedback?
- I : Iya.
- S : Misalnya kaya gimana tu?
- I : Ya kata-kata pokoknya yang nyuruh buat lebih rajin lagi latihan.
- S : Terus, menurut kamu Mr.Agus obyektif nggak kasih feedback buat kamu?
- I : Obyektif miss, kalau salah ya disalahin.
- S : Terus kamu paham sama semua feedbacknya Mr.Agus?
- I : Maksudnya miss?
- S : Gini, maksudnya tulisannya Mr.Agus jelas nggak? Terus kamu paham nggak sama maksud Mr.Agus tuh gimana? Yang salah suruh ngapain?
- I : Oh gitu, jelas kok.. Paham, misale nggak paham kan bisa tanya sama Mr.Agus nya.
- S : Mr.Agus nya nggak apa-apa kamu tanya-tanya kalau kamu nggak jelas gitu?
- I : Nggak apa-apa, udah biasa kok miss. Daripada salah lagi kan mending nanya.
- S : Terus kamu baca semua hasil koreksian dari Mr.Agus?
- I : Iya lah miss, tahunya gimana bener apa salahnya kalau nggak baca hasil koreksian dari Mr.Agus.
- S : Terus dari feedback itu kamu jadi semangat nggak buat ngerjain tugas atau bikin karangan lagi?
- I : Iya.
- S : Iya nya gimana?
- I : Kalau bener kan jadi seneng, berarti udah bisa. Jadi semangat buat bikin karangan lagi.
- S : Kalau salah?
- I : Ya dibenerin lagi.
- S : Terus kamu sebel nggak kalau dikoreksi terus banyak salahnya?
- I : Enggak, itu kan buat kebaikan sendiri biar aku bisa.

S : Yakin?

I : Iyaa.. miss, dosa dong sebel sama guru. Haha..

S : Okey, terakhir ya. Kamu merasa terganggu nggak sama feedback dari guru-guru kamu? Terganggu dalam arti kamu jadi nggak bebas menuangkan ide kamu, terus kamu jadi takut salah karena takut coretannya banyak?

I : Sebel aja enggak, masak malah terganggu. Itu kan malah ngebantu kita buat tahu kesalahan kita. Kalau takut salah terus takut dicorat-coret kan aku jadi lebih hati-hati dan teliti malahan.

S : Okey.. makasih ya buat waktu sama jawaban-jawabannya.

I : Your welcome miss arie.

Students' Interviewer Transcript

Interviewer 7

Student : Muhammad Daryndra YP (S)
 Interviewer : Arie Rachmawati Hadiyanti (I)
 Class : VIII A
 Date of Interview : Tuesday, March 19th on 2013
 Site : SMP N 5 Sleman Yogyakarta

- I : Seberapa sering Mr.Agus ngasih feedback ke kamu kalau pelajaran bahasa Inggris?
- S : Ya kalau pas pelajaran bahasa inggris dapet tugas nulis pake bahasa inggris pasti dapet feedback.
- I : Contohnya nulis apa aja?
- S : Kalau pas nulis descriptive, narrative, recount, procedure, invitation, sama bikin-bikin kartu ucapan selamat gitu lah miss.
- I : Itu Mr. Agus selalu kasih feedback buat tiap tugas yang dikasih ke kamu?
- S : Kadang-kadang miss.
- I : Kok kadang-kadang maksudnya gimana?
- S : Ya kadang-kadang, kadang-kadang dicorat-coret gitu terus dikembaliin lagi ke kita terus direvisi deh. Tapi kadang-kadang enggak, Cuma dikasih koreksi, nilai sama tanda tangan aja, nggak pake feedback.
- I : Berarti tiap kali nulis apa ngarang belum tentu dapet feedback dong dari Mr. Agus?
- S : Iya.
- I : Terus Mr.Agus sendiri kasih feedbacknya gimana? Langsung dibenerin apa pake kode-kode aja?
- S : Kadang-kadang cuma dibunder-bunderin gitu, tapi kadang-kadang dibunderin terus dikasih keterangan harusnya yang bener gimana.
- I : Kalau buat kamu sendiri milih yang mana? Yang cuma dikasih kode kamu usaha cari tahu jawabannya sendiri apa langsung dibenerin?
- S : Kalau aku lebih suka langsung dibenerin.

- I : Kenapa?
- S : Jadi biar langsung tahu ini salah terus yang bener itu kayak apa.
- I : Selain kasih feedback ke kamu, Mr.Agus juga kasih kata-kata yang sering memotivasi kamu buat lebih maju lagi nggak?
- S : Aku belum pernah dapet tuh mas. Kaya “Great”, “It’s good”, gitu kan miss maksudnya.
- I : Iya.
- S : Kalau aku sih belum pernah dapet miss.
- I : Kalau temen-temen kamu yang lain?
- S : Nggak tahu miss. Mungkin ada ding beberapa.
- I : Kalau menurut kamu feedback dari Mr.Agus itu obyektif enggak sih?
- S : Obyektif dong, namanya guru kan harus obyektif miss, harus sesuai dengan kenyataan.
- I : Oke. Terus feedback dari Mr.Agus itu jelas nggak? Huruf-huruf sama tulisannya terbaca dengan jelas nggak?
- S : Kadang-kadang nggak jelas miss. Soalnya Mr.Agus itu kalau nulis pakai tulisan latin makanya kadang nggak kebaca, mungkin aku nya kalinya yang nggak biasa pake tulisan latin.
- I : Jadi kamu sering nggak paham sama feedback yang dikasih Mr.Agus?
- S : Ya tapi kalau setelah dipahami lebih dalam dengan kalimat-kalimat berikutnya ya jadi paham miss. Dan kalau misalnya masih nggak paham, kan bisa tanya langsung sama Mr.Agus nya.
- I : Terus kamu selalu baca feedback dari Mr.Agus?
- S : Tentu saja dibaca semua miss.
- I : Kenapa dibaca semua?
- S : Ya kan biar tahu mana yang salah, terus benerinnya kayak gimana.
- I : Oke. Terus setelah mendapat feedback gitu, ada nggak motivasi tambahan untuk memperbaiki tulisanmu? Atau malah motivasi untuk meningkatkan kemampuanmu dalam menulis?
- S : Ya ada. Malah kadang-kadang aku pengen ngapalin bagian-bagian yang salah, biar nggak salah-salah lagi kalau nulis kayak gitu.

- I : Pernah nggak muncul perasaan-perasaan negative sama feedback yang yang dikasih Mr.Agus?
- S : Nggak lah.
- I : Kenapa kok enggak?
- S : Kan itu tujuannya baik dan aku malah termotivasi buat ngebenerin yang salah-salah itu tadi.
- I : Oke. Terus, kalau nulis apa ngarang gitu kan proses menuangkan ide-ide kamu dalam bentuk tulisan kan? Nah, dengan adanya feedback gini kamu merasa terganggu nggak dalam proses menuangkan ide-ide kamu?
- S : Nggak lah. Kan malah membantu. Itu kan kritik yang membangun. Jadi bikin tulisanku jadi lebih baik lagi.
- I : Baiklah, terus kalau menurut kamu sendiri feedback yang baik itu kayak gimana? Yang bisa membantu siswa-siswanya untuk jadi lebih baik dan semangat buat ngebenerin tulisannya?
- S : Seharusnya, kalau menurut aku kalau pas koreksi terus ngebenerin harusnya juga dikasih penjelasan kenapa yang tadi ditulis itu kok salah.
- I : Oke, makasih ya dek.
- S : Sama-sama miss.

Students' Interviewer Transcript

Interviewer 8

- Student : Faradika Puspa K (S)
- Interviewer : Arie Rachmawati Hadiyanti (I)
- Class : VIII A
- Date of Interview : Tuesday, March 19th on 2013
- Site : SMP N 5 Sleman Yogyakarta
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- I : Seberapa sering Mr.Agus ngasih feedback ke kamu?
- S : Ya tiap kali ada tugas nulis gitu mesti dikasih koreksi.
- I : Emang seberapa sering kamu dikasih tugas ngarang pake bahasa inggris?
- S : Nggak mesti sih miss, pokoknya kalau pelajarannya pas text gitu, suruh bikin narrative apa recount text, gitu-gitu miss.
- I : Terus kalau Mr.Agus kasih koreksiannya, feedbacknya langsung apa nggak langsung?
- S : Langsung dibenerin.
- I : Kalau buat kamu sendiri, sebenarnya lebih suka yang mana? Yang langsung dibenerin apa pakai kode-kode tertentu aja?
- S : Langsung dibenerin.
- I : Kenapa?
- S : Soalnya biar langsung tahu mana yang benar mana yang salah. Soalnya kalau dibenerin sendiri lagi nanti masih salah juga.
- I : Terus selain kasih koreksi, Mr.Agus sering ngasih kata-kata motivasi nggak buat kamu?
- S : Sering.
- I : Kayak gimana contohnya?
- S : Ya seperti “Good”, “Okey”, “Great”, gitu-gitu miss.
- I : Terus kalau menurut kamu, Mr.Agus obyektif nggak kasih koreksi sama feedback ke kamu?
- S : Obyektif lah miss, kalau aku bikinnya salah ya disalahin, kalau benar ya nggak disalahin.

- I : Terus Mr.Agus jelas nggak sih kasih feedbacknya?
- S : Jelas miss.
- I : Kamu bisa dengan jelas baca semua feedback dari Mr.Agus? Detail per huruf-hurufnya?
- S : Bisa kok.
- I : Terus kamu paham sama semua maksud feedback dari Mr.Agus? Maksudnya kamu nggak pernah salah maksud, Mr.Agus minta gini malah kamu gitu?
- S : Paham lah.
- I : Pernah merasa nggak paham?
- S : Nggak, eh pernah ding. Tapi terus tanya sama Mr.Agus terus paham deh.
- I : Kamu selalu baca hasil koreksian dari Mr.Agus?
- S : Baca dong.
- I : Kenapa kamu baca?
- S : Ya biar tahu kesalahannya tuh dimana, terus bisa memperbaikinya. Jadi biar besok-besok nggak salah lagi kalau nulis karangan pakai bahasa inggris.
- I : Terus kalau kamu dapet feedback gitu, kamu jadi punya motivasi tambahan nggak buat nulis karangan bahasa inggris atau paling enggak buat memperbaiki karanganmu tadi?
- S : Ada. Biar corat-coret pake tinta merahnya berkurang, terus biar tulisannya jadi lebih baik.
- I : Terus pernah nggak muncul perasaan negative setelah dapet feedback dari Mr.Agus? Sebel, apa jengkel gitu, pernah nggak?
- S : Nggak sih, feedback tadi kan malah memotivasi untuk jadi lebih baik.
- I : Lha terus menurut kamu, feedback dari Mr.Agus itu mengganggu proses kamu dalam menulis nggak sih?
- S : Nggak juga sih.
- I : Kenapa?
- S : Ya ini kan malah mendukung aku, biar tulisanku jadi lebih baik lagi. Kan kalau menulis juga ada aturannya, nggak boleh seenaknya sendiri, apalagi

bahasa inggris, aturannya banyak banget, semuanya diatur, dulu sekarang, jadi kata-katanya harus benar dan nggak sembarangan.

I : Terus menurut kamu sendiri, pemberian feedback yang baik itu harusnya kayak gimana sih?

S : Ya kayak Mr.Agus itu.

I : Maksudnya langsung dibenerin gitu?

S : Iya.

I :Okey. Makasih ya.

S : Iya miss, sama-sama.

Students' Interviewer Transcript

Interviewer 9

- Student : Alifia Rahmi Fauziah (S)
- Interviewer : Arie Rachmawati Hadiyanti (I)
- Class : VIII A
- Date of Interview : Tuesday, March 19th on 2013
- Site : SMP N 5 Sleman Yogyakarta
-
- I : Jadi seberapa sering Mr.Agus kasih feedback buat tulisan kamu?
- S : Sering. Tiap kali nulis gitu mesti dikasih feedback sama Mr.Agus, walaupun cuma kesalahan kecil, kurang huruf satu aja, apa cuma typo gitu mesti juga dikoreksi.
- I : Terus kalau dalam sebulan biasanya Mr.Agus bisa kasih kamu tugas berapa kali?
- S : Satu bulan bisa buat tiga kali tulisan. Kalau sama nulis revisinya jadi ya lima sampe enam kali nulis.
- I : Mr. Agus biasanya kalau kasih feedback itu langsung dibenerin apa dikasih kode-kode aja?
- S : Kalau Mr.Agus sih pake dua sistem miss, ada yang langsung dibenerin, tapi ada juga yang cuma dilingkari, apa dicoret gitu pake pulpen merah.
- I : Kalau buat kamu sendiri lebih seneng yang mana? Yang langsung dibenerin apa dikasih kode aja?
- S : Kalau aku sih lebih suka yang dikasih kode aja.
- I : Nggak yang langsung dibenerin aja?
- S : Nggak. Soalnya kalau langsung dibenerin kita tinggal nulis gitu yang bener tapi kalau dikasih kode kan kita mesti mikir lagi benarnya gimana.
- I : Terus selain kasih kode, ada kata-kata yang memotivasi kamu nggak?
- S : Ada. Kayak “Excellent”, “Good”, “Great”, yang bikin aku semangat kalau ditulisin kaya “Do the Best!”.
- I : Okey. Kalau menurut kamu Mr.Agus itu obyektif nggak kalau kasih feedback buat kamu?

- S : Obyektif banget, soalnya aku nggak bisa jadi banyak salahnya miss.
- I : Terus feedback yang dikasih Mr.Agus itu jelas nggak?
- S : Jelas sih, tapi kadang-kadang aku ada yang enggak ngerti, terus aku langsung tanya sama Mr.Agus nya.
- I : Tapi kalau isi feedbacknya kamu paham nggak? Yang disuruh benerin bagian mana, terus yang salah apa, ngeberinnya gimana?
- S : Kalau itu aku paham miss, ngerti aku. Ya kalau memang nggak paham ya aku tanya tadi itu.
- I : Kamu baca semua koreksian dari Mr.Agus?
- S : Selalu. Setelah dikasih feedback nanti aku baca terus aku langsung benerin, biar terus istirahat e miss.
- I : Kalau menurut kamu, feedback itu sendiri perlu nggak sih dalam proses menulis kamu?
- S : Perlu banget.
- I : Kenapa?
- S : Karena kalau kita nggak dapet feedback dari guru, kita nggak tahu salahnya dimana, nggak maju-maju, tetep jalan ditempat. Jadi menurutku perlu banget adanya feedback itu.
- I : Terus kalau kamu dapet feedback, ada motivasi tambahan yang kamu dapetin buat ningkatin kemampuan kamu buat nulis karangan bahasa inggris?
- S : Ada. Soalnya aku pengen kemampuanku dalam berbahasa inggris meningkat, biar jadi lebih baik lagi.
- I : Kamu pernah nggak ngerasa sebel apa jengkel sama Mr.Agus kalau habis dikasih feedback?
- S : Pernah.
- I : Kenapa?
- S : Habis sebel aja. Karena kadang-kadang guru kan pernah nggak teliti juga, pernah salah juga ya. Jadi pernah menurutku itu udah aku buat bener tapi sama guruku malah disalahin, itu yang bikin aku kadang-kadang jengkel.

- I : Terus kalau gitu, menurut kamu mengganggu ya adanya pemberian feedback ke kamu dari guru itu?
- S : Nggak sih. Kan Cuma kadang-kadang aja, sebenarnya itu kan membantu kita buat tahu yang bener yang kayak gimana. Membantu juga dalam proses menulis yang baik dan benar, kan guru salahnya cuma kadang-kadang.
- I : Nah, kalau gitu menurut kamu sendiri pemberian feedback yang baik buat murid dari seorang guru itu yang kayak gimana sih?
- S : Kalau menurut aku, pemberian feedback yang baik itu kalau guru itu nggak memberikan feedbacknya, seperti jawabannya ini apa itu, terus nggak langsung menyalahkan apa yang salah, tapi seorang guru harusnya bisa memberikan kode yang jelas sehingga siswa itu bisa mencari maksud dari kode itu, terus bisa memberikan jawaban yang benar. Ya gimana caranya, buka buku apa diskusi sama temen. Jadi dari situ siswa itu bisa bener-bener belajar dan ngerti apa yang salah terus tahu cara benerinnya, terus inget, dan nggak salah-salah lagi.
- I : Okey, makasih kalau gitu masukannya mbak bro.
- S : Haha.. Iya, sama.sama miss.

Students' Interviewer Transcript

Interviewer 10

Student : Nur Aini Johasyah (S)
 Interviewer : Arie Rachmawati Hadiyanti (I)
 Class : VIII A
 Date of Interview : Tuesday, March 19th on 2013
 Site : SMP N 5 Sleman Yogyakarta

- I : Seberapa sering Mr.Agus kasih feedback ke kamu boy?
- S : Tiap kali dapet tugas nulis pake bahasa inggris, ngarang pake bahasa inggris juga dikoreksi kali miss.
- I : Terus berapa kali Mr.Agus nya kasih tugas nulis apa ngarang pake bahasa inggris tiap bulannya?
- S : Tiga kali.
- I : Cuma tiga kali satu bulan?
- S : Iya miss. Tapi kalau sama benerinnya ya bisa jadi lima sampe enam kali.
- I : Terus Mr.Agus nya kalau kasih feedback langsung dibenerin apa by kode aja?
- S : Ya ada yang dikasih kode tapi ada juga yang langsung dibenerin ini benernya kayak gini apa kayak gitu.
- I : Buat kamu sendiri lebih milih yang mana?
- S : Yang dikasih kode tok.
- I : Nggak langsung dibenerin gitu?
- S : Enggak.
- I : Kenapa?
- S : Kan bisa nyari dulu benernya kayak gimana, jadi kan belajar sik miss. Nek udah nyerah baru tanya sama gurunya yang bener kayak gimana.
- I : Jadi maksudnya biar kamu juga belajar sendiri gitu? Mandiri?
- S : Iya. Biar berusaha sendiri dulu gitu, baru kalau udah nyerah tanya. Kalau kayak gitu kan lebih nyantol di otak miss.

- I : Oke. Terus Mr.Agus suka kasih kata-kata yang memotivasi kamu nggak di feedback kamu?
- S : Iya.
- I : Bisa kasih contohnya?
- S : Kalau aku sih baru pernah dapet kata “Good” miss.
- I : Kamu bahagia dapet kata-kata kayak gitu?
- S : Iya lah miss.
- I : Terus menurut kamu, feedback dari Mr.Agus itu obyektif enggak sih?
- S : Obyektif.
- I : Kok tahu?
- S : Ya kalau salah ya disalahin, kalau bener ya nggak disalahin. Ah gimana sih miss!
- I : Yaya.. koreksiannya Mr.Agus itu jelas apa enggak menurut kamu?
- S : Jelas.
- I : Kamu bisa baca dengan jelas tiap detail kata-kata yang dikasih Mr.Agus?
- S : Iya bisa.
- I : Tapi kamu paham beneran enggak sama maksudnya Mr.Agus suruh ngapain?
- S : Paham lah.
- I : Dan pemahamanmu itu bener? Nggak pernah ada salah maksud sama Mr.Agus nya?
- S : Mesti bener kok.
- I : Dan kamu selalu baca semua hasil koreksiannya Mr.Agus?
- S : Ya kalau suruh benerin ya tak baca semua. Terus tak benerin yang salah. Terus kalau udah ya dikumpulin lagi sama Mr.Agus nya, biar dapet nilai bagus.
- I : Kenapa dibaca?
- S : Kalau nggak dibaca ya aku nggak tahu salahnya dimana miss, terus aku benerinnya gimana dong?
- I : Berarti kamu emang pengen tahu gimana yang bener ya?
- S : Iya.

- I : Jadi, kesimpulannya kamu merluin koreksi dari gurumu nggak kalau ngarang bahasa Inggris?
- S : Iya dong.
- I : Kenapa kok kamu merasa perlu?
- S : Ya biar tahu mana yang salah mana yang benar. Jadi biar ada peningkatan bahasa Inggrisnya.
- I : Setelah kamu dapet feedback, ada nggak motivasi tambahan untuk terus menulis dan memperbaiki tulisan kamu?
- S : Ada.
- I : Kenapa kok ada?
- S : Kan kalau ada corat-coret banyak gitu aku jadi merasa bodo miss, itu terus bikin aku punya motivasi buat memperdalam bahasa inggrisku, biar nggak malu sama temen-temen juga miss. Pngen bisa juga.
- I : Terus apa yang kamu rasain kalau dapet feedback gitu? Sebel ? Jengkel? Marah?
- S : Pernah miss. Jadi dulu pas pertama sama Mr.Agus itu kan. Lha aku dapet corat-coret pakai bolpoint merah banyak banget, mbok merah semua miss.
- I : Jadi kamu marah?
- S : Ya pas itu aja miss. Habis merah semua, kan sebel.
- I : Jadi sebelnya cuma pas itu aja karna baru pertama kali? Kalau sekarang gimana, masih banyak dapet coretan merah gitu?
- S : Ya biasa aja. Udah biasa aja sekarang miss, soalnya sama Mr.Agus nya juga udah dijelasin kok. Malah seneng sekarang, kan jadi bikin aku jadi lebih baik.
- I : Terus sekarang menurut kamu, feedback itu mengganggu nggak sih dalam proses menulis kamu? Maksudnya dalam artian mengganggu nggak dalam penuangan ide-ide kamu?
- S : Nggak.
- I : Kenapa kok enggak? Kan kadang ada yag merasa ribet, risih diliat-liatin terus, diteliti, terus tulisan kamu jadi nggak rapi lagi soalnya dicorat-coret?

- S : Ya enggak sih, palingan cuma jadi nggak rapi, soalnya tulisanku jadi nggak terlalu keliatan ketutupan coretane pak guru. Tapi kalau jalan cerita gitu kan ide-ide nya ya tetep dari kita miss, mosok yo mau didekte.
- I : Jadi.. intinya feedback itu nggak mengganggu proses kamu dalam menulis?
- S : Enggak.
- I : Okey.. makasih yaa.
- S : Okey.. sama-sama miss.

APPENDIX 8

Questionnaire

a. The objectivity of teacher written feedback

No.	Students' response	The objective of teacher written feedback		
		Objective	Average	Not objective
1.	Obyektif karena benar-benar menunjukkan kesalahan saya	✓		
2.	Lumayan, karena kadang-kadang guru juga kurang teliti dalam mengoreksi		✓	
3.	Obyektif, karena guru mengerti mana yang benar dan yang salah	✓		
4.	Obyektif, karena guru sebagai panutan	✓		
5.	Tidak obyektif karena guru juga bisa bikin kesalahan			✓
6.	Tidak karena guru juga kadang salah			✓
7.	Guru tidak mungkin benar terus			✓
8.	Obyektif, karena guru dalam mengoreksi biasanya benar terus	✓		
9.	Obyektif, karena pekerjaan saya memang mengandung kesalahan yang harus dibenarkan	✓		
10.	Obyektif yang salah disalahkan dan yang benar yang dibenarkan	✓		
11.	Obyektif, karena saya pernah salah dan dibenarkan guru	✓		
12.	Obyektif, karena kesalahan yang ditulis memang benar- benar salah	✓		
13.	Obyektif karena pekerjaan yang saya kerjakan memang benar-benar salah	✓		
14.	Obyektif, setiap beliau memberikan feedback selalu benar	✓		
15.	Obyektif, guru selalu membenarkan ada kesalahan yang saya lakukan	✓		
16.	Obyektif, karena selama ini guru selalu benar dalam mengoreksi	✓		
17.	Obyektif, karena ketika guru memberikan koreksi setelah saya pahami memang benar adanya	✓		
18.	Non obyektif, karena guru juga kadang salah			✓
19.	Obyektif, karena koreksi guru memang sesuai fakta	✓		

No.	Students' response	The objective of teacher written feedback		
		Objective	Average	Not objective
20.	Tidak, karena guru juga sering salah dalam mengoreksi			✓
21.	Tidak obyektif, karena guru kadang salah	✓		
22.	Ya kadang bisa obyektif banget tapi kadang salah juga		✓	
23.	Tidak, karena beliau juga kadang-kadang kurang teliti dalam mengoreksi			✓
24.	Tidak, karena guru juga manusia pasti pernah melakukan kesalahan, begitu juga dalam mengoreksi			✓
25.	Obyektif, seorang guru kan professional jadi ya sesuai kenyataan	✓	✓	
26.	Kadang-kadang juga salah kok walupun sering benarnya sih		✓	
27.	Ya kadang-kadang guru juga bisa salah, kan.			
28.	Memang pekerjaanku banyak salahnya kok, jadi ya pantas kalo dikasih koreksi yang banyak	✓		
29.	Jelas, obyektif lah masa guru kok subyektif	✓		
30.	Lumayan lah, meski sering benar kadang pernah salah juga		✓	
31.	Obyektif, yang salah memang disalahin	✓		
32.	Obyektiflah, namanya juga guru tidak mungkin kalau subyektif	✓		
33.	Aku dikoreksi pernah salah juga kok walau cuman sekali		✓	
34.	Ya. Kadang objektif tapi pernah juga tidak		✓	
35.	Selalu sesuai dengan kenyataan	✓		
36.	Objektif kok semua dikoreksi apa adanya	✓		
37.	Obyektif karena memang benar-benar salah	✓		
38.	Obyektif	✓		
39.	Obyektif lah, yang salah disalahin yang benar disanjung	✓		
40.	Obyektif, dikasih feedback apa adanya pekerjaan kita	✓		
41.	Obyektif kok	✓		

No.	Students' response	The objective of teacher written feedback		
		Objective	Average	Not objective
42	Obvektif, memang koreksi dari guru benar adanya	✓		
43	Obyektif feedback yang diberikan sesuai dengan yang sebenarnya	✓		
44	Obyektif lah	✓		

Percentage of the objectivity of teacher written feedback

Objective	Average	Not objective
68.2%	15.9%	15.9%

b. The clarity of teacher written feedback

1) The clarity of teacher written feedback

No.	Students' response	The clarity of teacher written feedback			
		Extremely Clear	Clear	Average	Unclear
1.	Jelas karena tintanya mencolok banget		✓		
2.	Tidak jelas karena tulisannya tidak bisa dibaca				✓
3.	Bisa dibaca dengan jelas		✓		
4.	Sangat jelas karena pake tinta berwarna	✓			
5.	Jelas		✓		
6.	Sangat jelas	✓			
7.	Feedback yang diberikan jelas		✓		
8.	Jelas karena tulisannya mudah dibaca		✓		
9.	Jelas		✓		
10.	Cukup jelas karena tulisannya tidak sulit dibaca			✓	
11.	Sangat jelas	✓			
12.	Jelas		✓		
13.	Jelas		✓		
14.	Kalo menurutku feedback dan guru ada yang bisa dibaca ada tidak			✓	
15.	Menurut saya jelas penulisannya		✓		
16.	Tidak jelas karena tulisannya pake huruf Latin				✓
17.	Jelas		✓		
18.	Jelas sekali karena tulisannya sudah memenuhi standard	✓			
19.	Kadang jelas kadang tidak			✓	
20.	Sangat jelas karena dalam cara mengoreksi guru dalam menulis hurufnya jelas	✓			

21.	Sangat jelas karena tulisannya dapat dibaca	✓			
22.	Jelas		✓		
23.	Jelas		✓		
24.	Sangat jelas	✓			
25.	Jelas karena sangat mudah dibaca		✓		
26.	Jelas karena mudah dibaca dan mengetahui letak kesalahannya		✓		
27.	Jelas karena kita bisa tahu kesalahan kita		✓		
28.	Jelas karena mudah dibaca		✓		
29.	Jelas karena mudah dibaca		✓		
30.	Jelas karena tuhsannya juga bisa dibaca		✓		
31.	Jelas karena bisa dibaca tulisannya		✓		
32.	Jelas		✓		
33.	Jelas karena bisa dibaca		✓		
34.	Jelas karena tuhsan guru mudah dibaca		✓		
35.	Sangat jelas	✓			
36.	Jelas saya bisa baca dengan mudah		✓		
37.	Lumayan karena kadang nggak bisa baca juga			✓	
38.	Sangat jelas tulisannya bagus	✓			
39.	Lumayan karena saya kadang nggak bisa baca			✓	
40.	Kadang agak sulit dibaca tapi kadang mudah Juga			✓	
41.	Sangat jelas untuk dibaca	✓			
42.	Jelas lah		✓		
43.	Ya Jelas lah kan pake tinta yang berwarna		✓		
44.	Sip Jelas		✓		

Percentage of the clarity of teacher written feedback

Extremely clear	Clear	Quite clear	Unclear
22.7%.	59.1%	13.6%	4.6%

2) The comprehension of teacher written feedback

No.	Students' response	The comprehension of teacher written feedback			
		Extremely Comprehesible	Comprehesible	Average	Incompr ehensible
1.	Yup saya mengerti dan paham		✓		
2.	Kadang paham kadang tidak paham		✓		
3.	Paham karena selain memberikan koreksi guru juga memberikan penjelasan		✓		
4.	Paham untuk acuan yang lebih baik		✓		
5.	Paham untuk acuan hasil yang lebih baik		✓		
6.	Belum paham			✓	
7.	Paham		✓		
8.	Lumayan mengerti			✓	
9.	Ya, paham		✓		
10.	Iya saya paham dengan feedback yang diberikan		✓		
11.	Paham, kita bisa tau letak kesalahan kita		✓		
12.	Paham karena mudah dipahami		✓		
13.	Paham		✓		
14.	Ada yang paham ada yang tidak paham			✓	
15.	Paham		✓		
16.	Paham		✓		
17.	Paham		✓		

18.	Tidak paham susah pake bahasa Inggris				✓
19.	Paham		✓		
20.	Dong		✓		
21.	Agak ngedong sih			✓	
22.	Tau kok maksudnya		✓		
23.	Paham karena guru telah memberikan tanda yang jelas		✓		
24.	Sangat paham dengan feedback yang diberikan guru	✓			
25.	Sangat paham karena saya jadi rnengerti kesalahan saya	✓			
26.	Paham karena guru langsung menunjukkan kata dan tulisan yang salah gitu		✓		
27.	Paham, bisa tau apa yang salah dalam karangan saya		✓		
28.	Lumayan karena kadang saya juga tidak ngerti padahal kayaknva sudah sangat jelas			✓	
29.	Paham karena tau salahnya dimana gitu		✓		
30.	Paham karena setelah dikasih tau kesalahannya saya jadi bisa tau mana yang benar		✓		
31.	Paham karena maksud dan arahan guru mudah dimengerti		✓		
32.	Paham karena diberitahu mana yang salah dan mana yang benar		✓		
33.	Kurang jelas karena sulit dipahami maksudnya				✓
34.	Bingung karena pake huruf latin				✓
35.	Kadang paham tapi kadang juga bingung		✓		
36.	Bingung				✓
37.	Tidak mengerti pake bahasa Inggris sih				✓
38.	Lumayan mudeng, lumayan enggak		✓		
39.	Kadang paham kauang tidak		✓		
40.	Ya lumayan lah		✓		
41.	Susah dipahami apalagi suruh mbenerin				✓
42.	Susah dicerna				✓

43.	Bingung sendiri				✓
44.	Setengah-setengah lah kadang bisa kadang nggak		✓		

Percentage of the comprehension of teacher written feedback

Extremely comprehensible	Comprehensible	Average	Incomprehensible
4.6%	54.6%	22.7%	18.2%

c .The assistance of teacher written feedback

No.	Students' response	The assistance of teacher written feedback		
		Extremely Assistance	Assisted	Average
1.	Membantu agar kita tidak mengulangi kesalahan yang sama		✓	
2.	Membantu karena dapat menjelaskan dimana kesalahannya dan bagaimana yang betul		✓	
3.	Membantu karena dapat mengetahui tingkat kesalahan dalam menulis		✓	
4.	Membantu karena kita bisa mengetahui letak kesalahan pada karangan kita dan dapat mengetahui pbenarannya		✓	
5.	Sangat membatu karena koreksi guru bisa memotivasi untuk lebih baik lagi	✓		
6.	Membantu banget karena kita dapat mengetahui dimana letak kesalahan dalam mengerjakan tugas atau yang lain	✓		
7.	Membantu karena dapat mengetahui kesalahan dan kita dapat memperbaikinya		✓	

8.	Membantu banget karena tanpa koreksi dari guru kita tidak tahu mana yang salah dan mana yang benar	✓		
9.	Membantu karena bikin kita lebih tahu bagaimana tentang mengarang		✓	
10.	Membantu karena dengan koreksi itu kita bisa tahu kesalahan kita		✓	
11.	Membantu karena kita bisa mengetahui kesalahan kita dan tidak mengulangnya		✓	
12.	Membantu banget karena setelah guru mengoreksi pekerjaan kita, kita dapat mengetahui mana yang salah dan mana yang benar		✓	
13.	Sangat membantu karena saya jadi tahu dimana letak kesalahan saya		✓	
14.	Sangat membantu karena saya bisa tahu apa yang benar dan yang salah	✓		
15.	Sangat membantu karena saya bisa tahu letak kesalahannya	✓		
16.	Membantu karena kita bisa lebih tahu dalam hal mengarang bahasa Inggris		✓	
17.	Sangat membantulah, kan sebagai pagar dalam mengarang dan kadang sebagai sumber juga	✓		
18.	Membantu dengan adanya koreksi guru saya jadi lebih mengerti letak kesalahannya		✓	
19.	Membantu karena agar kedepan kita bisa lebih baik dalam mengarang		✓	
20.	Membantu karena saya jadi bisa mengoreksinya dengan cara yang benar		✓	
21.	Sangat membantu karena kita bisa tau letak kesalahannya sehingga dapat belajar dengan baik	✓		
22.	Membantu karena dengan koreksi kita bisa tahu kesalahan kata-kata dan tulisan		✓	
23.	Membantu karena kita bisa tau kesalahan kita dalam karangan		✓	
24.	Sangat membantu karena kita tidak tahu kesalahan kita sendiri	✓		
25.	Sangat membantu karena kita bisa liat mana yang salah dan benar	✓		
26.	Membantu jadi tahu letak kesalahan		✓	
27.	Membantu agar supaya saya tau pekerjaan saya salah atau benar		✓	
28.	Membantu agar supaya siswa lebih mengerti kesalahan dan kebenaran tulisan		✓	

29.	Membantu karena kita jadi tahu bagaimana amok penulisan yang benar		✓	
30.	Membantu karena saya jadi tahu apa kesalahan yang telah saya perbuat		✓	
31.	Sangat membantu karena bisa menambah pengetahuan menulis karangan	✓		
32.	Membantu karena kita bisa mengetahui kesalahan kita dan dapat memperbaikinya		✓	
33.	Membantu agar kita tahu letak kesalahannya dan mencoba memperbaikinya		✓	
34.	Sangat membantu karena kita bisa belajar dan lebih mengetahui bagaimana cara menulis yang benar	✓		
35.	Membantu karena jika tidak dikoreksi guru tidak tahu kesalahannya		✓	
36.	Membantu sekali karena jika tulisan itu salah dan tidak dikoreksi kita tidak akan pernah tahu kesalahan kita.	✓		
37.	Lumayan lah karena kadang-kadang bikin tambah bingung saja			✓
38.	Membantu karena bisa mengetahui kesalahan atau kekurangan dalam penulisan karangan		✓	
39.	Kadang membantu kadang malah menambah pekerjaan			✓
40.	Bisa membantu tapi bisa juga tidak			✓
41.	Kalo mudeng ya membantu tapi kalo tidak mudeng ya tidak membantu			✓
42.	Membantu karena tulisan yang kita buat tidak selalu benar dan feedback bisa membantu kita untuk menulis yang lebih baik		✓	
43.	Kadang membantu walaupun kadang juga malah jadi tambah bingung			✓
44.	Membantu karena untuk mengetahui kesalahan yang ada pada karangan kita		✓	

Percentage of the assistance of teacher written feedback

Extremely assisted	Assisted	Average
27.3%	61.4%	11.4%

d. The encouragement of teacher written feedback

No.	Students' response	The encouragement of teacher written feedback			
		Extremely Encouraging	Encouraging	Average	Not Encouraging
1.	Feedback guru membuatku sangat termotivasi untuk memperbaiki tulisan dan belajar Inggris lebih banyak lagi	✓			
2.	Jika suatu saat membuat karangan dapat lebih baik		✓		
3.	Feedback memberikan motivasi kepada kita agar belajar lebih giat lagi terutama belajar bahasa Inggris	✓			
4.	Kita ingin karangan yang dibuat berhasil dengan baik		✓		
5.	Agar mendapat hasil yang baik pada karangan yang dibuat		✓		
6.	Ada motivasi tambahan		✓		
7.	Ada motivasi tambahan karena bisa menambah wawasan yang lebih luas lagi		✓		
8.	Ada motivasi tambahan karena agar kita lebih paham tentang kesalahan yang pernah dibuat		✓		
9.	Ada motivasi karena supaya kita lebih bisa belajar dengan baik dan lebih giat setelah tahu kesalahan yang saya buat	✓			
10.	Ada motivasi karena karena karangan saya akan lebih setelah mendapat koreksi dari guru		✓		
11.	Ada motivasi agar karangan kita lebih baik		✓		
12.	Supaya karangannya lebih baik lagi		✓		
13.	Ya kadang termotivasi tapi kadang ya jadi kerjanya tambah			✓	
14.	Ada motivasi untuk mencoba membuat karangan lebih baik lagi		✓		
15.	Termotivasi untuk mempelajari lebih dalam tentang kesalahan yang telah dibuat		✓		

16.	Supaya karangannya menjadi lebih baik		✓		
17.	Sangat termotivasi karena ingir lebih benar dan jelas dalam merevisi karangan dan dalam bahasa inggris	✓			
18.	Tidak malah jadi tambah males				✓
19.	Termotivasi agar bisa		✓		
20.	Termotivasi karena saga belum tau sebelumnya		✓		
21.	Termotivasi karena bisa menambah pengetahuan tentang penulisan karangan		✓		
22.	Termotivasi karena ingin memperbaiki tulisan		✓		
23.	Termotivasi karena yang salah langsung saya perbaiki		✓		
24.	Supaya lebih baik dari sebelumnya sehingga ada motivasi untuk memperbaiki karangan		✓		
25.	Termotivasi karena dapat mengulang jadi lebih baik		✓		
26.	Termotivasi karena sudah ditunjukkan cara yang benar oleh guru		✓		
27.	Termotivasi untuk memperbaiki kesalahan yang ada		✓		
28.	Termotivasi karena jadi tambah semangat dan percaya diri kalau karangan akan jadi lebih baik		✓		
29.	Termotivasi karena kita jadi tahu cara mengarang yang benar		✓		
30.	Termotivasi karena kalo ada yang salah saya jadi bisa memperbaikinya		✓		
31.	Saya ingin menulis lagi apa yang benar biar nilainya lebih bagus		✓		
32.	Termotivasi karena guru memberitahu kesalahannya dan saya bisa memperbaiki karangan saya		✓		
33.	Guru selalu memberi pujian dan kita akan termotivasi dan akan bersemangat lagi		✓		
34.	Termotivasi untuk membuat karangan lebih baik		✓		

35.	Dimotivasi oleh guru jadi bersemangat untuk memperbaiki dan belajar lebih baik lagi	✓			
36.	Kadang malah jadi bingung sih tapi ya pujian guru bikin semangat			✓	
37.	Tidak malah jadi capek ngulang nulis lagi				✓
38.	Sangat termotivasi karma saya ingin menjadi lebih baik dalam mengarang Inggris	✓			
39.	Termotivasi karma kalo udah dikoreksi guru jadi pengen ngerjain lagi kan untuk masa depan bahasa Inggris kan penting banget	✓			
40.	Males harus ngulang dari awal				✓
41.	Termotivasi agar tidak mengulangi kesalahan yang sama		✓		
42.	Capek suruh nulis lagi				✓
43.	Ada motivasi untuk belajar lebih giat lagi biar kesalahannya berkurang		✓		
44.	Sangat termotivasi karena guru memberikan motivasi untuk membuat karangan sebaik mungkin dan untuk belajar lebih giat	✓			

Percentage of the assistance of teacher written feedback

Extremely encouraging	Encouraging	Average	Not encouraging
18.2%	68.2%	4.6%	9.1%

e. The proportion of teacher written feedback

1) The negative feeling

No.	Students' response	The negative feeling		
		Never	Average	Ever
1.	Tidak pernah muncul perasaan negative karena feedback banyak membantu	✓		
2.	Pernah karena karangan teman tidak disalahkan padahal kesalahannya sama			✓
3.	Tidak pernah muncul perasaan negative karena bisa meningkatkan tulisanku	✓		
4.	Tidak pernah muncul perasaan negative karena kita dibuat lebih tahu dan mengerti	✓		
5.	Tidak pernah lah karena kalo tidak dikoreksi tidak akan pernah tahu kesalahannya	✓		
6.	Tidak pernah muncul perasaan negative karena buat apa kita punya perasaan negative sama guru sendiri	✓		
7.	Tidak karena saya percaya pada guru	✓		
8.	Tidak karena itu membuat kita tahu kesalahan kita	✓		
9.	Tidak karena apa yang dikoreksi guru akan menjadi hal yang positif bagi kita	✓		
10.	Tidak karena justru dari koreksi guru itu saya bisa tahu kesalahan saya	✓		
11.	Tidak pernah muncul perasaan negative karena saya mendapat bimbingan untuk melakukan sesuatu lebih baik	✓		
12.	Sama sekali tidak pernah muncul perasaan negative karena guru memberitahukan kekurangan karangan saya.	✓		
13.	Ada juga karena ngerasa tambah duduk tapi cuman kadang-kadang lho		✓	
14.	Pernah karena jadi takut kalau salah nulis nanti disuruh ngulangin lagi			✓
15.	Pernah karena aku merasa menjadi banyak salah dan merasa tidak bisa bahasa Inggris			✓
16.	Pernah karena saya harus mengulang kata-kata lagi	✓		

17.	Tidak pernah muncul perasaan negative karena saya mengerti kenapa karangan saya dikoreksi dan yang pasti memang ada kekurangan dalam karangan saya	✓		
18.	Pernah sering malah karena udah capek-capek ngerjain malah dikritik	✓		
19.	Pernah karena kadang-kadang ada yang benar tapi disalahkan			✓
20.	Tidak karena mungkin dengan cara ini saya akan jadi lebih maju			✓
21.	Tidak ada perasaan negative	✓		
22.	Tidak karena kita belum tentu benar	✓		
23.	Tidak pernah muncul perasaan negative	✓		
24.	Tidak karena saya menghargai guru	✓		
25.	Tidak pernah muncul perasaan negative karena guru memang lebih banyak pengetahuannya	✓		
26.	Nggak pernah karena ngeluarin perasaan negative nggak penting	✓		
27.	Tidak	✓		
28.	Tidak pernah karena feedback dari guru tidak jelas	✓		
29.	Tidak karena koreksi guru banyak membantu	✓		
30.	Pernah karena terlalu banyak feedback yang diberikan saya malah tidak paham			✓
31.	Tidak karena itu memang salah dan kita juga harus menghargai guru	✓		
32.	Tidak	✓		
33.	Tidak karena kadang saya merasa tidak benar dan rnasih kurang dalam kemampuan mengarang	✓		
34.	Tidak malah sebaliknya muncul perasaan positif	✓		
35.	Tidak ada perasaan negative karena selama karangan saya masih salah dari guru memberi feedback justru saya merasa senang	✓		
36.	Menurut saya tidak ada karena kita harus menghargai koreksi dari guru itu	✓		
37.	Tidak ada karena guru patut dihargai dan apabila muncul	✓		
38.	perasaan negative kita cenderung akan tidak menyukai	✓		

39.	Tidak karena seorang guru adalah pahlawan tanpa tanda jasa jadi mengapa harus punya perasaan negative kepada mereka			✓
40.	Pernah karena guru merasa yang paling benar padahal mereka kan juga bisa salah			✓
41.	Pernah karena saga harus ngulang nulis dari awal lagi			✓
42.	Pernah saya jadi ngerasa nggak bisa bahasa Inggris			✓
43.	Kadang juga pernah sih walaupun jarang		✓	
44.	Em kadang juga pernah ngerasa walaupun cuma sedikit dan sebentar setelah itu ya biasa aja		✓	

Percentage of the negative felling of teacher written feedback

Never	Average	Ever
70.5%	6.8%	22.7%

f. The disturbance of teacher written feedback

No.	Students' response	The objective of teacher written feedback		
		Undisturbed	Disturbed	Extremely Disturbed
1.	Tidak mengganggu proses menulis karena untuk membantu menulis karangan yang baik dan benar	✓		
2.	Tidak karena kita bisa membenarkan kata-kata yang salah	✓		
3.	Tidak karena belum tentu karangan kita benar semuanya	✓		
4.	Terganggu karena tulisannya dicorat-coret sehingga membingungkan untuk menulis ulang		✓	
5.	Tidak karena itu lebih baik	✓		
6.	Tidak karena lebih bisa diperbaiki lagi	✓		
7.	Tidak karena memang sama sekali tidak mengganggu	✓		
8.	Menurut saya tidak merasa terganggu karena itu juga bagian dari proses agar karanganku jadi lebih baik	✓		
9.	Saya merasa tidak terganggu karena feedback yang diberikan guru sangat membantu dalam menulis karangan supaya karangan tersebut bisa menjadi lebih baik dan benar	✓		
10.	Tidak karena itu kan tugas seorang guru untuk mengoreksi	✓		
11.	Tidak karena koreksi yang diberikan guru itu sangat penting untuk mengetahui kesalahan yang kita buat	✓		
12.	Tidak karena guru memang harus membenarkan kesalahan saya	✓		
13.	Tidak karena itu untuk kebbaikanku dalam menulis karangan	✓		
14.	Tidak menggagu proses menulis karena dengankareksi dari guru saya akan lebih bisa memperbaiki karangan saya	✓		
15.	Mengganggu karena ide yang mau ditulis malah jadi hilang		✓	

16.	Mengganggu karena membuat menunggu dan konsentrasi jadi hilang		✓	
17.	Tidak	✓		
18.	Tidak menggagu proses menulis karena kita bisa mengembangkan karangan kita dari koreksi guru tersebut	✓		
19.	Tidak karena itu lebih baik	✓		
20.	Tidak mengganggu proses menulis karena guru memberikan koreksi untuk memberitahu mana yang benar dan mana yang salah	✓		
21.	Tidak mengganggu proses menulis karena saya tidak merasa terganggu dengan koreksi-koreksi dari guru	✓		
22.	Tidak karena dalam kertas tugas saya ada pembenaran- pembenaran yang ada kesalahan saya dalam tugas .	✓		
23.	Pernah merasa terganggu karena guru lupa jawaban yang benar jadi karangan kita yang disalahkan		✓	
24.	Kadang merusak konsentrasi karena waktu pemberiannya tidak tepat		✓	
25.	Tidak menggagu proses menulis karena justru dengan koreksi guru bisa memotivasi saya untuk tidak melakukan kesalahan dalam mengarang	✓		
26.	Tidak karena koreksi guru sangat membantu saya dalam membuat karangan	✓		
27.	Tidak menggagu proses menulis karena aku merasa dengan koreksi itu karangan aku bisa jadi lebih bagus dan tahu kesalahannya	✓		
28.	Pernah terganggu karena koreksi guru kurang jelas		✓	
29.	Ya tidak terganggu lah kan koreksi sebagai cara mengubah karya kita agar lebih baik lagi	✓		
30.	Tidak menggagu proses menulis karena saya bisa tahu kesalahn-kesalahan yang saya lakukan	✓		
31.	Tidak karena saya penasaran apa yang saya tulis itu benar atau salah	✓		
32.	Tidak mengganggu proses menulis karena malah memotivasi saya untuk mengarang lebih baik	✓		

33.	Tidak pernah karena dengan adanya feedback kita malah banyak terbantu dalam mengarang	✓		
34.	Tidak karena feedback guru memotivasi kita untuk membuat karangan yang lebih baik	✓		
35.	Tidak menggagu proses menulis karena saya ingin tahu kesalah saya dalam membuat karangan	✓		
36.	Tidak karena buat saya itu malah bisa menambah pengetahuan terutama tentang bahasa Inggris	✓		
37.	Nggak ganggu karena koreksi itu kita merasa jika kita masih harus banyak belajar untuk meningkatkan kemampuan menulis kita	✓		
38.	Sangat mengganggu karena bikin karanganku berantakan sehingga susah dibaca, terus gimana mau memperbaiki			✓
39.	Mengganggu karena harus nulis berulang-ulang, kita jadi harus ngulangi dari awal		✓	
40.	Aku merasa terganggu karena bikin karanganku jadi penuh coret-coretan		✓	
41.	Tidak karena guru mengareksi pekerjaan kita dengan baik dan benar	✓		
42.	Tidak menggagu proses menulis karena dijelaskan cara membuat yang benar	✓		
43.	Tidak mengganggu proses menulis karena koreksi dari guru bisa membantu	✓		
44.	Tidak mengganggu karena bisa mempermudah dalam meningkatkan karanganku	✓		

Percentage of the disturbance of teacher written feedback

Extremely Disturbed	Disturbed	Undisturbed
4.6%	18.9%	77.3%

APPENDIX 9

